A Practical Approach to

Classroom Management and Discipline

Part I: Starting the Year with Proactive Classroom Management Strategies

Grades 3-6

PD RESOURCE KIT

Bureau of Education & Research

A Practical Approach to Classroom Management and Discipline Grades 3-6

Part I: Starting the Year with Proactive Classroom Management Strategies

PD Resource Kit

RESOURCE GUIDE

by

Spencer Henry, Bev Bain

and Mona Roach

Bureau of Education & Research

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Thank you for your interest in *Starting the Year with Proactive Classroom Management Strategies*, the first program in the three-part series *A Practical Approach to Classroom Management and Discipline, Grades 3-6*. This portion focuses on beginning-of-the-year practices that set the stage for a well-organized learning environment and reduce the potential for student misbehavior.

The video begins with the first day of school in experienced educator Bev Bain's intermediate grade classroom. Spencer Henry, a leading authority on classroom management and discipline, guides viewers through an array of teacher-demonstrated management strategies ideally suited to the opening weeks of school. These techniques promote cooperation, minimize misbehavior, and help establish a well-managed intermediate classroom.

This PD Resource Kit contains a comprehensive Resource Guide and DVD with video clips for use in PD sessions. We have designed each PD Resource Kit to be used by:

- PD facilitators to support PD sessions with groups of any size
- Individuals and small groups interested in self-study

The Resource Guide contains suggestions for utilizing the PD Resource Kit and a variety of print resources that may be reproduced for use by participants in their own classrooms.

Sincerely,

Mona Roach

Mona Roach, PhD
Media Training Director

ABOUT THE TRAINERS . . .

SPENCER HENRY has more than 40 years of experience as an educator working successfully with difficult, noncompliant students. As a dynamic national staff development trainer, he has helped thousands of new and experienced educators implement practical classroom management and discipline strategies. Spencer's publications include:

- *Discipline: A Positive, Practical Approach to Managing Today's Classroom*
- *Class Meetings — An Effective Strategy for Teaching Conflict Resolution, Problem Solving, Anger Management, Bully Prevention and Character Education*
- *Practical Strategies for Working Successfully with Difficult, Noncompliant Students*

Spencer can be contacted at: (717) 661-7030 or shenry@ptd.net

BEV BAIN is an exceptional teacher with many years of highly successful experience working with intermediate-level students. Bev is a presenter at both the local and national level and is frequently asked to share her practical approach to literacy instruction. She has also been recognized at the state and national levels for her excellence as a teacher of reading.

ABOUT THE BUREAU . . .

BUREAU OF EDUCATION & RESEARCH is North America's leading provider of PD events and resources for professional educators. Founded in 1976, the Bureau provides national and regional PD programs across the United States and Canada. The Bureau also offers additional high-quality PD resources:

- **PD Resource Kits** contain outstanding video clips and supporting print resources designed for schools and districts to use to conduct their own PD sessions
- **Online PD Courses** contain outstanding video clips and supporting print resources designed for individuals and groups of educators to learn at their own convenience
- **On-Site PD Services** enable schools and districts to bring outstanding BER Trainers to their own sites to facilitate customized professional development
- **National Train-the-Trainer Programs** on cutting-edge topics enable schools and districts to train their own staff members who then conduct site-based professional development sessions

For further information about Bureau PD programs and resources, please contact us: www.ber.org or toll free (800) 735-3503.

A Practical Approach to Classroom Management and Discipline, Grades 3-6

Part I: Starting the Year with Proactive Classroom Management Strategies

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A handout for participants with sections and headings matching the sections and graphics in the video program.

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A list of all activities and procedures in Bev Bain's classroom on the first day of school.

Think, Pair, Share! 29

A clustering activity worksheet students complete to familiarize themselves with the classroom.

First-Day Feelings 31

A brief description of the worksheet and source information.

Looks Like, Sounds Like, Feels Like 33

A strategy for introducing procedures or routines to students (example: listening).

List of Classroom Jobs for Job Cards 35

List of jobs from Bev's classroom.

Classroom Job Assignments 39

Master sheet listing classroom job assignments.

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Description of the strategy demonstrated in the video program.

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Directions for strategy as well as additional suggestions.

Math War 49

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Directions for math game and place value charts.

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PRINT RESOURCES continued . .

Little Books on the First and Last Day of School 59
Directions for writing and making little books that students read for first day SSR.

Sample Teacher Letters 63
Three letters Bev Bain has written to parents at the beginning of school.

Things to Write About Yourself or Others 71
A list of suggested topics that students can use to write about themselves.

List of Things to Do Before School Starts 73
A sample list of tasks to accomplish to get ready for first day of school.

Key Elements of Effective Classroom Management 75
Brief descriptions and strategies of three major elements of classroom management: prevention, intervention, and resolution.

Managing Today's Classroom 77
A list of concepts and beliefs that provide the foundation for working successfully with all types of students.

Building Positive Relationships with Students 83
Strategies for building positive relationships with students and minimizing their misbehavior.

Implementing Procedures 85
Suggestions and key questions to guide implementation of classroom procedures.

Classroom Procedures 87
A list of procedures that are helpful and productive in intermediate grade level classrooms.

Transitional Procedures 89
Ways to manage common transitions in upper elementary classrooms.

Procedure Charts 93
Examples of three procedure charts from Ruth Kenney's classroom.

Zero Base Noise Level 99
A list of classroom-tested ways to quickly get students' attention.

Ruth Kenney's Rule-Making Process 95
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PRINT RESOURCES continued . .

Problem Solver 97

The problem-solving flow chart from John McDonald's classroom to help students become problem solvers.

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List of resources on classroom management.

PROGRAM GUIDE

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Suggestions for PD Trainers

General Information

This section of the *Resource Guide* is designed for those who will be presenting this material in a workshop format. If you are viewing the program by yourself or with a small group, please turn to page 10 for suggestions appropriate to your needs.

> Video instruction can be a powerful way to demonstrate effective teaching practices and provide opportunities for discussion. As you guide participants through this program, the most effective strategy is to show a segment, then stop to ask questions and use the related print resources. You may decide to show viewers a particular segment more than once to clarify some finer points of the teaching. We encourage you to tailor your sessions to match the expertise and experience of your participants.

Overview of the Program

In this program, you will see how one experienced educator, Bev Bain, guides her new fifth grade students through their first day of school. You will also hear Spencer Henry, a leading authority on classroom management and discipline, outline ways to promote cooperation and minimize misbehavior during the opening weeks of school, and you will see teachers demonstrate these strategies in the process of setting up a well-managed classroom.

The program is divided into the following segments:

Section One *(total running time: 39 minutes)*

- The First Day of School

Section Two *(total running time: 27 minutes)*

- Establish Routines and Procedures
- Develop Rules
- Create a Cooperative Classroom Environment

Scheduling Suggestion

This program is not designed to be shown straight through. You may choose to show the entire program in a single session, making sure to stop periodically to discuss the content or focus on particular points; or you may need to use two or more sessions, depending upon the amount of time available to you and the needs of the workshop participants.

Equipment/Materials Needed for Training

DVD player, monitor

DVD

Handouts for participants

Chart paper or whiteboard, markers

Optional:

- LCD projector
- Print Resource pages 19-103

The Sessions

Opening Discussion

Ask participants to think about their goals for the first day of school and what activities they use, or might use, to accomplish them. Participants may want to discuss their ideas in pairs or small groups. Ask each pair or small group to report out to the whole group, and write out their responses on chart paper or an overhead.

Whether participants are experienced teachers, new teachers, or pre-service teachers, they all have ideas about what to do on the first day of school. The purpose of this opening discussion is to point out that in order to maximize the first day of school, teachers need to have goals for what they want to accomplish and create activities that help achieve those goals.

Ask participants to keep in mind their first-day goals as they watch Section One.

Section One:

The First Day of School (39 minutes)

This portion of the program takes place on the very first day of school in Bev Bain's fifth grade classroom. Participants will be able to take advantage of a rare opportunity to see and hear how one experienced teacher organizes and facilitates a learning-filled first day that sets the stage for the upcoming school year.

Viewing the Program

Related Print Materials:

Note-Taking Guide, pages 19-21

Bev's First Day Routine, pages 25-27

Think, Pair, Share!, page 29

First-Day Feelings, page 31

Looks Like, Sounds Like, Feels Like, page 33

List of Classroom Jobs for Job Cards, pages 35-37

Classroom Job Assignments, page 39

Memory Bag, page 41

Four Corners, page 43

Tea Party Routine, pages 45-47

Math War, page 49

"1, 2, 3 Snap!", pages 51-53

Place Value Charts, pages 55-57

Little Books for the First Day of School, pages 59-61

Sample Teacher Letters, pages 63-69

Things to Write About Yourself and Others, page 71

List of Things to Do Before School Starts, page 73

Hand out the *Note-Taking Guide* on pages 19-21. It is organized with sections and headings matching the sections and graphics in the program.

Show the first portion of the program. You may want to stop the DVD at 22:25 minutes as students are dismissed for recess or at 29:15 minutes as students are going to lunch. Stopping the DVD at either point will provide you with an opportunity to lead a discussion on the many procedures and activities that take place in the morning on the first day of school.

Discussion Questions

✓ How do participants' before-school preparations compare to what Bev does to get ready for the start of school?

✓ What are some of the advantages and disadvantages of reviewing students' cumulative files and previous school experiences?

- ✓ Why might teachers want to contact parents or significant adults before school starts? What are some varied ways to contact parents?
- ✓ What kinds of routines and practices have participants found to be effective in getting ready for the first day of school?
- ✓ Ask participants to consider the goals they listed for the first day of school. Would some of Bev's techniques help them to meet their goals?

The portion of DVD you have just viewed is loaded with strategies and techniques. To maximize participants' understanding and use of these ideas, encourage them to take a few moments to discuss each activity, using the following questions:

- ✓ How do Bev's techniques compare to what you have done or might do in your own classroom?
- ✓ What are some effective ways you have found to get to know students and help them get acquainted with each other?
- ✓ Why is it important to vary classroom activities on the first day?
- ✓ What overall message are students receiving about life in Bev's classroom as she engages them throughout the day?

You may want to distribute *Bev's First Day Routine*, pages 25-27, to help facilitate participants' conversations.

Show the remainder of Section One.

Discussion Questions

This portion of the DVD also contains a variety of strategies and techniques. To maximize participants' understanding and use of these ideas, encourage them to take a few moments to discuss each activity, using the following questions:

- ✓ How do Bev's techniques compare to what you have done or might do in your own classroom?
- ✓ Bev takes advantage of several opportunities to assess students. What are the advantages of assessing students on the first day of school?
- ✓ What are some beginning-of-the-year assessment techniques you have found to be effective?
- ✓ What end-of-the-day routines do you use to create an organized dismissal?
- ✓ What are Bev's goals for the first day of school? In your opinion, does she achieve them?

As you end the session, encourage participants to consider the goals they listed at the beginning of the session and identify 2-3 techniques or strategies from the video that would help them accomplish these goals. If you have not already done so, distribute the related print materials contained in this *Resource Guide* so that participants have easy references to the strategies.

Section Two

Establish Routines and Procedures (00:00-14:00)

Develop Rules (14:00-17:31)

Create a Cooperative Classroom Environment (17:31-27:00)

Section One focused on how one teacher began to establish an organized, learning-focused classroom environment on the first day of school. Section Two provides key guidelines for helping teachers develop their own well-managed classroom setting. Participants will see how to:

Establish routines and procedures that create predictable daily expectations

Develop rules that promote student accountability and responsibility

Create a cooperative classroom environment that reduces student misbehavior

Related Print Materials:

Note-Taking Guide, page 23

Key Elements of Effective Classroom Management, page 75

Managing Today's Classroom, pages 77-81

Building Positive Relationship with Students, page 83

Implementing Procedures, page 85

Classroom Procedures, page 87

Transitional Procedures, pages 89-91

Procedure Charts, page 93

Ruth Kenney's Rule-Making Process, page 95

Problem Solver Chart, page 97

Zero Base Noise Level, page 99

Opening Discussion

Distribute *Key Elements of Effective Classroom Management,* page 75, in the *Resource Guide.* Give participants time to read the handout. Focus their attention on "Prevention" and the strategies listed under that element. Tell them to keep these in mind as they watch Section Two.

Hand out the *Note-Taking Guide* on page 23. It is organized with sections and headings matching the sections and graphics in the program.

Establish Routines and Procedures (00:00-14:00)

Show the first segment of Section Two. Use the following questions to facilitate a discussion.

Discussion Questions

- ✓ What procedures do you teach students in your classroom?
- ✓ How do you communicate procedures to students, taking into account the different learning styles and needs they may have? (oral, charts, handouts . . .)
- ✓ When and how are procedures taught and re-taught?
- ✓ How are procedures evaluated and students given feedback?
- ✓ What are your expectations for student compliance with procedures and routines? Are those expectations realistic? How might you increase student compliance?

Distribute the following handouts. Give participants time to read the material.

Implementing Procedures, page 85

Classroom Procedures, page 87

Transitional Procedures, pages 89-91

Procedure Charts, page 93

Ruth Kenney's Rule-Making Process, page 95

Zero Base Noise Level, page 99

Develop Rules (14:00-17:31)

Show this segment. Use the following discussion questions.

Discussion Questions

- ✓ How are rules different from procedures and routines?
- ✓ Why limit the number of classroom rules?
- ✓ What approach works best for you in developing classroom rules?
- ✓ Why take the time to discuss or role-play classroom rules?
- ✓ Why is it important for students to "buy in" to classroom rules?

Distribute *Ruth Kenney's Rule-Making Process,* page 95. Give participants time to read the material.

Create a Cooperative Classroom Environment (17:31-27:00)

Show the final segment of Section Two. Use the following discussion questions.

Discussion Questions

- ✓ What are the concepts and beliefs that guide your classroom management approach?
- ✓ What are some of the ways that you build positive relationships with students?
- ✓ How does your classroom management approach create a cooperative classroom environment?
- ✓ Why is it important to develop both individual student responsibility and responsible group behavior?

Distribute the following handouts. Give participants time to read the material.

Key Elements of Effective Classroom Management, page 75

Managing Today's Classroom, pages 77-81

Building Positive Relationship with Students, page 83

Problem Solver Chart, page 97

As you end the session, ask participants to reflect on key ideas or strategies they have gleaned from the videos. Suggest that participants identify 2-3 techniques or strategies to try in their own classrooms. If you have not already done so, distribute the related print materials contained in this *Resource Guide* so that participants have easy references to the strategies.

Suggestions for Self-Study

Introductory Information

This section of the Resource Guide is designed for people who are viewing the program individually or with a small group. If you are responsible for presenting this material in a workshop format, please turn to page 3 for suggestions appropriate to your needs.

Overview of the Program

In this program, you will see how one experienced educator, Bev Bain, guides her new fifth grade students through their first day of school. You will also hear Spencer Henry, a leading authority on classroom management and discipline, outline ways to promote cooperation and minimize misbehavior, and you will see teachers demonstrate these strategies, in the process of setting up a well-managed classroom.

The program is divided into the following segments:

Section One *(total running time: 39 minutes)*

The First Day of School

Section Two *(total running time: 27 minutes)*

Establish Routines and Procedures

Develop Rules

Create a Cooperative Classroom Environment

Scheduling Suggestion

You may choose to view the entire program in a single session, making sure to stop periodically to think about the content and read supporting material, or you may need to use two or more sessions, depending upon the amount of time available to you.

Equipment/Materials Needed for Training

DVD player, monitor

DVD

Resource Guide

Your Sessions

A Note-Taking Guide is located on pages 19-21 of the program guide.

Take a few minutes to think about your goals for the first day of school and what activities you use, or might use, to accomplish them. Keep these in mind as you watch Section One.

Section One:

The First Day of School (39 minutes)

This portion of the program takes place on the very first day of school in Bev Bain's fifth grade classroom. You will be able to take advantage of a rare opportunity to see and hear how one experienced teacher organizes and facilitates a learning-filled first day that sets the stage for the upcoming school year.

Viewing the Program

Related Print Materials:

Note-Taking Guide, pages 19-21
Bev's First Day Routine, pages 25-27
Think, Pair, Share!, page 29
First-Day Feelings, page 31
Looks Like, Sounds Like, Feels Like, page 33
List of Classroom Jobs for Job Cards, pages 35-37
Classroom Job Assignments, page 39
Memory Bag, page 41
Four Corners, page 43
Tea Party Routine, pages 45-47
Math War, page 49
"1, 2, 3 Snap!", pages 51-53
Place Value Charts, pages 55-57
Little Books for the First Day of School, pages 59-61
Sample Teacher Letters, pages 63-69
Things to Write About Yourself and Others, page 71
List of Things to Do Before School Starts, page 73

Refer to the *Note-Taking Guide* on pages 19-21 as you watch the first portion of the video program. You may want to stop the video at 22:25 minutes as students are dismissed for recess or at 29:15 minutes as students are going to lunch. Stopping the video at either point will give you an opportunity to think about the many procedures and activities that take place during the morning of the first day of school.

Consider the following Reflection Questions:

- ✓ How do your before-school preparations compare to what Bev does to get ready for the start of school?
- ✓ What are some of the advantages and disadvantages of reviewing students' cumulative files and previous school experiences?
- ✓ Why might teachers want to contact parents or significant adults before school starts? What are some varied ways to contact parents?
- ✓ What kinds of routines and practices have you found to be effective in getting ready for the first day of school?
- ✓ Consider your own goals for the first day of school. Would some of Bev's techniques help you to meet those goals?

The portion of video you have just viewed is loaded with strategies and techniques. To maximize your understanding and use of these ideas, consider the following questions as you reflect on the morning's activities:

- ✓ How do Bev's techniques compare to what you have done or might do in your own classroom?
- ✓ What are some effective ways you have found to get to know students and help them get acquainted with each other?
- ✓ Why is it important to vary classroom activities on the first day of school?
- ✓ What overall messages are students receiving about life in Bev's classroom as she engages them throughout the morning?

You may want to use *Bev's First Day Routine,* pages 25-27 as a checklist.

Watch the remainder of Section One.

This portion of the video also contains a variety of strategies and techniques. To maximize your understanding and use of these ideas, consider the following questions as you reflect on the rest of the day's activities:

- ✓ How do Bev's techniques compare to what you have done or might do in your own classroom?

- ✓ Bev takes advantage of several opportunities to assess students. What are the advantages of assessing students on the first day of school?
- ✓ What are some beginning-of-the-year assessment techniques you have found to be effective?
- ✓ What end-of-the-day routines do you use to create an organized dismissal?
- ✓ What are Bev's goals for the first day of school? In your opinion, does she achieve them?

As you end the session, consider your own goals for the first day of school. Identify 2-3 techniques or strategies from the video that would help you accomplish these goals.

Section Two:

Establish Routines and Procedures (00:00-14:00)

Develop Rules (14:00-17:31)

Create a Cooperative Classroom Environment (17:31-27:00)

Section One focused on how one teacher began to establish an organized, learning-focused classroom environment on the first day of school. Section Two provides key guidelines for helping teachers develop their own well-managed classroom setting. You will see how to:

- Establish routines and procedures that create predictable daily expectations
- Develop rules that promote student accountability and responsibility
- Create a cooperative classroom environment that reduces misbehavior

Related Print Materials:

Note-Taking Guide, page 23

Key Elements of Effective Classroom Management, page 75

Managing Today's Classroom, pages 77-81

Building Positive Relationship with Students, page 83

Implementing Procedures, page 85

Classroom Procedures, page 87

Transitional Procedures, pages 89-91

Procedure Charts, page 93

Ruth Kenney's Rule-Making Process, page 95

Problem Solver Chart, page 97

Zero Base Noise Level, page 99

A *Note-Taking Guide* is located on page 23 of the program guide.

Read *Key Elements of Effective Classroom Management,* page 75 in the *Resource Guide.* Focus on "Prevention" and the strategies listed under that element. Keep these in mind as you watch Section Two.

Establish Routines and Procedures (00:00-14:00)

Watch the first segment of Section Two. Stop and consider the following **Reflection Questions**:

- ✓ What procedures do you teach students in your classroom?
- ✓ How do you communicate procedures to students, taking into account the different learning styles and needs they may have? (oral, charts, handouts . . .)
- ✓ When and how are procedures taught and re-taught?
- ✓ How are procedures evaluated and students given feedback?
- ✓ What are your expectations for student compliance with procedures and routines? Are these expectations realistic? How might you increase student compliance?

Read the following print materials:

Implementing Procedures, page 85

Classroom Procedures, page 87

Transitional Procedures, pages 89-91

Procedure Charts, page 93

Ruth Kenney's Rule-Making Process, page 95

Zero Base Noise Level, page 99

Develop Rules (14:00-17:31)

Watch this segment of the video program. Stop and consider the following **Reflection Questions**:

- ✓ How are rules different from procedures and routines?
- ✓ Why limit the number of classroom rules?
- ✓ What approach works best for you in developing classroom rules?
- ✓ Why take the time to discuss or role-play classroom rules?
- ✓ Why is it important for students to "buy in" to classroom rules?

Read the following print material:

Ruth Kenney's Rule-Making Process, page 95

Create a Cooperative Classroom Environment (17:31-27:00)

Watch the final segment of Section Two. Stop and consider the following **Reflection Questions**:

- ✓ What are the concepts and beliefs that guide your classroom management approach?
- ✓ What are some of the ways that you build positive relationships with students?
- ✓ How does your classroom management approach create a cooperative classroom environment?
- ✓ Why is it important to develop both individual student responsibility and responsible group behavior?

Read the following print material.

Key Elements of Effective Classroom Management, page 75

Managing Today's Classroom, pages 77-81

Building Positive Relationship with Students, page 83

Problem Solver Chart, page 97

As you end the session, reflect on key ideas or strategies you have gleaned from the video. Identify 2-3 techniques or strategies to try in your own classroom. If you have not already done so, you may find it helpful to read the related print materials in this *Resource Guide.*

PRINT RESOURCES

Bureau of Education & Research

Note-Taking Guide: Section One

A Practical Approach to Classroom Management and Discipline, Grades 3-6
Part I: Starting the Year with Proactive Classroom Management Strategies

THE FIRST DAY OF SCHOOL
Learning about students
Creating an inviting environment
Establishing routines from the beginning
Room Tour
Location of materials and resources
Important procedures
Reinforce responsibilities
Memory bag
Baby picture contest
Four corners
Quick write

THE FIRST DAY OF SCHOOL, *continued*

Tea party routine

Math war

"1, 2, 3 snap!"

Student/Teacher decisions

Sustained Silent Reading

Note-Taking Guide: Section Two

A Practical Approach to Classroom Management and Discipline, Grades 3-6
Part I: Starting the Year with Proactive Classroom Management Strategies

Establish Routines and Procedures

Four-Step Process

Introduce

Rehearse

Remind

Reinforce

Getting Students' Attention

Making Effective Transitions

Develop Rules

Create a Cooperative Classroom Environment

Student/Teacher responsibilities

Big or little problem?

Becoming a responsible group member

Bev's First Day Routine

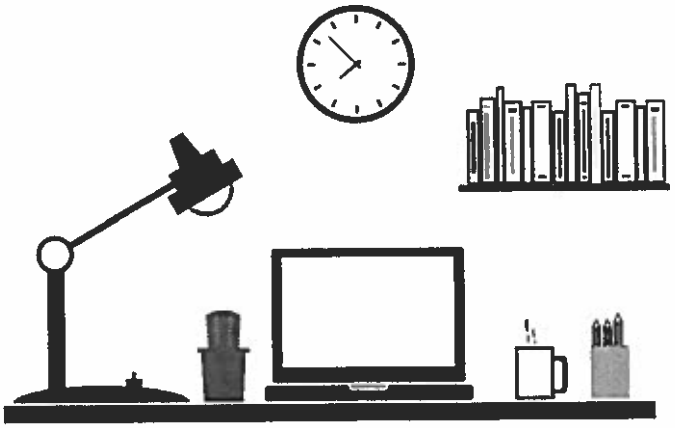
- Bev greets students and parents.
- Bev writes directions on whiteboard outside classroom door for students to read.
- Students line up outside the classroom door.
- Bev reads a poem to students.
- Bev introduces signal for attention: "May I have your attention, please. Signal on."
- Students say their names as they enter the room and sit down in their seats.
- Students start the "Do Now" assignments: clustering and First-Day Feelings.
- As students work on "Do Now" assignments, Bev hands out job cards.
- Bev introduces Partner Share activity with "Look like, sound like and feel like" discussion.
- Bev takes roll and graphs students' favorite subjects.
- Bev takes students through a room tour to introduce materials and procedures for using them.
- Bev introduces and demonstrates Memory Bag activity.
- Bev introduces baby picture contest.
- Bev engages students in Four Corners activity.
- Students go to recess.
- Students come back into class after recess and do a Quick Write on class rules.
- Bev uses Tea Party routine to introduce procedures to students and help them get acquainted.
- Bev assesses students' reading fluency.
- Students play Math War.

- Bev assesses students' knowledge of basic facts.
- Bev introduces the concept of using a "three-inch voice" to control noise levels.
- Bev and students go to lunch.
- Bev guides students through math game, "1, 2, 3 Snap!"
- Bev checks students' understanding of place value.
- Bev leads students in a discussion on Student/Teacher decisions.
- Bev hands out advice books and teacher letter for Sustained Silent Reading (SSR.)
- Bev tells students rules for SSR.
- Bev assesses students' reading.
- Students write letters to Bev, using the handout *Things to Write About Yourself or Others* for ideas.
- End-of-the-day routines: students write homework in agendas, do classroom jobs, and put up their chairs.
- Students comment on their first day experience.
- Students line up outside classroom to go home.
- Students are dismissed.

Think, Pair, Share!

CLUSTER ON THINGS
YOU ESPECIALLY NOTICE THAT
INTEREST YOU AROUND THE ROOM

INTERESTING
THINGS
AROUND THE ROOM



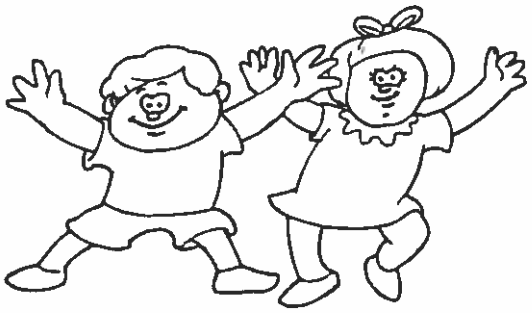
Bev Bain, 2005

First-Day Feelings

Students complete a list of 15 sentence starters designed to go beyond typical questions about family, likes and dislikes, etc.

The source for the worksheet used in the video program is Learning Magazine, September issue, 1990. Contact information:

The Education Center, Inc.
P.O. Box 9753
Greensboro, NC 27429-0753
Main Office phone: (336) 854-0309



Looks Like, Sounds Like, Feels Like

(Example: Listening)

What Does It Look Like When People Are Listening to You?

The listeners are:

- facing you with their body.
- looking at you.
- not doing other things.
- leaning in.
- nodding in agreement or disagreement.

What Does It Sound Like When People Are Listening to You?

The listeners are:

- not talking to each other.
- responding in agreement or disagreement (uh-huh).
- asking questions.
- restating or elaborating on what is being said.

How Does It Feel When People Are Listening to You?

I feel:

- good.
- affirmed.
- important.
- understood.
- validated.
- loved.

Inspired by Johnson and Johnson's *Cooperative Learning*, and brainstormed by a group of fifth graders in Oxnard, CA. The ideas are on posters in the classroom.
Bev Bain, 2005

List of Classroom Jobs for Job Cards

Photocopy the list of jobs and attach to 3 x 5 cards. Each student signs his/her name on the back of the job card he/she is responsible for during the week. After she collects the cards, Bev makes a master job sheet to hang in the classroom. This helps everyone keep track of jobs and classroom responsibilities.

Lunch Count

Coats and Closet

Windows

Attendance

Messenger

Paper Passer

Paper Passer

Paper Passer

Paper Collector

Paper Collector

Paper Collector

Teacher's Desk

Encyclopedias

Lights and Game Shelves

VCR

VCR

Overhead Projector

Pencil Sharpeners

Tape/CD Player and Headsets

Tape Recorder

Flag Salute

Sports Equipment

Sports Equipment

Chalkboards/Whiteboards	Dust
Chalkboards/Whiteboards	Dust
Erasers/Whiteboard pens	Dust
Erasers/Whiteboard pens	Dust
Table 1	Magazines
Table 2	Birthday Certificates
Paints and Art Supplies	Mail Boxes
Paints and Art Supplies	Mail Boxes
Paints and Art Supplies	Computers
Sink	Computers
Library	
Library	
Library	

Classroom Job Assignments

Attendance _____

Lunch Count _____

Messenger _____

Paper Passer _____

Paper Collector _____

Teacher's Desk _____

Whiteboards/Chalkboards _____

Table 1 _____

Table 2 _____

Paints and Art Supplies _____

Sink _____

Library _____

Encyclopedias _____

Lights and Game Shelves _____

VCR _____

Overhead Projector _____

Pencil Sharpeners _____

Tape Player/CD and Headsets _____

Tape Recorder _____

Flag Salute _____

Sports Equipment _____

Dust _____

Magazines _____

Birthday Certificates _____

Mail Boxes _____

Windows _____

Coats and Closet _____

Computers _____

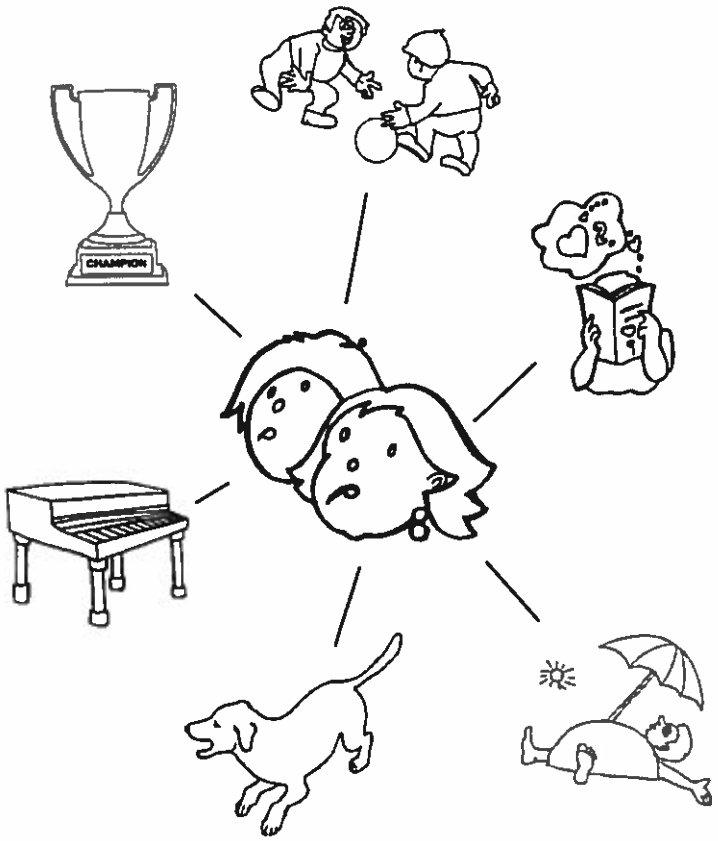
Bev Bain, 2005

Memory Bag

Directions:

Create a bag of objects and pictures that represent you.
You might include items about the following things:

- ✔ Family
- ✔ Awards
- ✔ Vacations
- ✔ Sports
- ✔ Collections
- ✔ Interests and talents
- ✔ Hobbies
- ✔ Things you enjoy doing
- ✔ Favorite book
- ✔ Anything else of your own choosing!



We will share these in groups of four.

Four Corners

(Example: Students' Birth Order)

Four Corners is a cooperative learning strategy designed to get students active and out of their seats to discuss a topic, take a stand, or express an opinion. On the first day of school or sometime during the first week, Bev asks students to go to a corner of the room based on their birth order in their family. Oldest children go to one corner, middle children to another, youngest to a third corner, and "only" children to the fourth corner. Depending upon the size of each group, you may want to pair up students with someone they do not know well, or have small groups of students work together. Ask each pair or group to discuss the advantages and disadvantages of being the oldest, youngest, middle, or only child in their family. You may want to appoint one child in each group to record the discussion. After about five minutes, one person from each group reports out about the advantages and disadvantages of that group's birth order.

Virtually any academic topic can be discussed using the Four Corners strategy. For example, teachers might assign the name of an animal to each corner and have children go to a corner based on how they are most like that animal. The strategy can be used effectively for literature or social studies discussions, using pre-assigned questions and four possible responses. Four Corners is just one more strategy in a teacher's repertoire to maximize student involvement and create active learning situations.

Bev Bain, 2005

Tea Party Routine

(Strategy learned from Joni Chancer and Sue Perona)

Directions:

This strategy is an excellent way to promote student interaction and actively engage them in learning.

- ✔ Make a list of procedures or routines that you want to introduce to students.
- ✔ Write each procedure on two separate strips of paper, using two different colors of paper.*
- ✔ Pass out one strip to each student, making sure that half the class has one color and the other half of the class has a different color.
- ✔ All students move around the room, find partners with the same color paper strips, introduce themselves, and read their strips of paper to each other.
- ✔ Students continue to move on to other people. The process is repeated 6-10 times, so that all students have heard a variety of procedures or routines.

The Tea Party Routine can also be used to discuss thought-provoking quotes and beautiful language from literature. This routine can be used before students read a chapter or section of a story to introduce vocabulary, encourage students to predict, ask questions, and internalize the language of the story.

Students could also Tea Party after reading a selection to promote discussions about characters and events in the story. After experiencing this strategy, students can also be responsible for selecting quotes to share during a Tea Party.

* Using different colors of paper is a way of organizing students into pairs or small groups for a discussion. The number of items for discussion, the number of students, and the goal of the Tea Party discussion all help determine how many different colors of paper to use. Items can be photocopied on white paper as well.

Bev Bain, 2005

Sample List of Procedures

for Tea Party Routine

No stickers on desks, only on nametags.

No talking or pencil sharpening when the teacher is teaching at the front of the room.

"Stop, Look, and Listen!" when the signal is given.

Listen carefully to the poem in the morning, and try to say the words that rhyme.

Sharpen colored pencils quickly and turn them so they sharpen on all sides.

Return markers to the box.

Raise your hand to talk in a discussion, unless we're brainstorming ideas.

Clean up art supplies at the end of the day.

Keep backpack on the floor under your desk, not beside your desk.

No put downs!

Do not peel the tape off desk maps and name tags.

Keep your elbows and feet on your side of the desk.

During independent work times, stay in your seats.

Try to sharpen pencils quickly at the beginning and end of the day.

Line up quietly and in two straight lines outside.

Get drinks when the teacher is not teaching and when you and your peers are not working on a group project.

Praise more than criticize.

Listen to others' ideas and reflect on them.

Come to school on time, well rested, with all your homework, and ready to do your best.

Bev Bain, 2005

Math War

Supplies:

One deck of cards for every two students.

Object of the Game:

The object is to practice addition, subtraction, or multiplication facts for speed and automaticity. It is not used for the beginning learning of the facts but for practice after the students are on their way to automaticity.

Directions: Math War is played in a similar manner to the card game War.

1. The children work in pairs with one set of cards between them.
2. Once the teacher knows the students, it's important to pair students with like abilities, so one person does not win all the time.
3. One child deals all the cards to the two of them, and they place their cards face down in a stack in front of them.
4. The teacher determines the value of what the face cards and joker will be and what the object of the game will be. For example, if the object is to review multiplication facts, the teacher might determine that the face cards will be worth 8 so that the children are practicing their 8's multiplication facts.
5. Each child turns over a card and places it face up in the middle between them. Whoever calls out the answer first gets the two cards. For example, one child might turn over a 4 and the other a 3. Multiplying them gives the answer 12.
6. If both children say the correct answer at the same time, or if they both turn over the same card (e.g. 4 and 4), they declare War. This means that each child lays another card face down and then a third card face up.
7. Whoever says the answer to the third cards (e.g., 5 X 6 = 30), gets **all** the cards. If the students continue to say the correct answer at the same time or turn over the same card, they continue to lay down cards for War.
8. At the end of each game, the child with the most cards wins.
9. The activity can get very loud, so it is important to train the children to use "Three-Inch Voices." That means that if children hold their hand three inches from their mouth, that's how far their voice should carry and no farther.

Repeating this activity several days in a row for about 10 minutes at the beginning of a math period is fun for students and motivates them to increase math fact speed and automaticity.

Bev Bain, 2005

to 1-2-3 Snap

(Place Value Activity)

Supplies:

1. 10 cardstock or 3 x 5 file cards containing 0 on one card, 1 on the next card, and so on through 9 for each child
2. Rubber bands to hold the cards together
3. Gameboards
4. An overhead transparency of the gameboard and a Vis-à-vis pen for modeling

Object of the Game:

1. Students can play for the highest number, the lowest number, the highest even number, the lowest even number, the highest odd number, or the lowest odd number.
2. It is a game of both skill and luck: skill, depending on the child's knowledge of place value, and luck, depending on the cards the child draws.

Directions:

Pass out a game board (ones, tens, hundreds, thousands) and a stack of rubber-banded cards 0-9 to each student.

Have students lay out the cards 0-9 to make sure they have all 10 cards.

Direct the children to shuffle them, trade with a partner (to prevent cheating by arranging the cards in a certain order).

Place them on the game board in the spot labeled Face Down.

Have students cover the cards with their hand to prevent cheating by seeing the numerals through the cardstock.

The teacher then announces the object of the game: e.g., "We will be playing for the highest number possible." (9,876)

The teacher says, "1-2-3-Snap!"

On the word "Snap," each student retrieves the top card from under his/her hand and places it somewhere on the game board in the one's, ten's, hundred's, or thousand's column. Once the card is played, it cannot be moved.

Bev Bain, 2005

9. The teacher says, "1-2-3-Snap" four more times, allowing the children time to place their card on the game board each time. At any time after "1-2-3 Snap" has been called, students may place one card in the discard pile: e.g., if a child draws a 0 when playing for the highest number, he/she may want to discard the 0.

10. At the end of five "1-2-3 Snaps," the child with the highest number wins.

11. By observing students as they place their cards, the teacher can learn about each child's understanding of place value. For example, when playing for the highest even number, some students will neglect to put an even number in the one's column.

12. To determine the winner of the highest even number game, the teacher might ask, "What is the highest number that should go in the thousand's column?" Have students with a 9 in the thousand's column stand or raise their hand. Proceed to ask what number should go in the hundred's column (8) ten's column (7), and one's column (6). Record the numbers on the overhead transparency game board. The child with the number closest to 9,876 is the winner.

13. Additional boards may be placed in line with the original board, extending the game to the ten thousandth place in decimals or the ten million's place on the other side. If an extra board is used, the students need two sets of cards with 0-9. They should always draw one more card than the place value, so that they can discard one card in the game.

14. Several games can be played in a class period, each one with a different objective (highest even number, etc.)

15. Especially at the beginning of the year, students may find this game challenging. As they become more familiar with the game and place value, students will find the game interesting and instructional.

Bev Bain, 2005

Thousands	Hundreds	Tens	Ones
		Cards Face Down	Discard

Ten Thousand Thousands (Ten million)	Thousand Thousands (one million)	Hundred Thousands	Ten Thousands
		Cards Face Down	Discard

Little Books on the First and Last Day of School

On the last day of school, students make a little book (see directions for making them, page 61) *How to Survive in Mrs. Bain's Classroom*. Students are told that the audience for their books will be fourth grade students who will be in Mrs. Bain's fifth grade room the next fall. The books contain hand drawn pictures and words. These are not necessarily the rules and procedures, but may also include the values, pet peeves, and ideas students perceive about how to do well in Mrs. Bain's class. For example, in the past students have written:

Don't spill Mrs. Bain's coffee.

Don't drop the staplers that Mrs. Bain has bought for the class because it ruins them.

Read, read, read!

Put the correct heading on your paper.

Turn in your homework.

Don't pass notes.

Be polite.

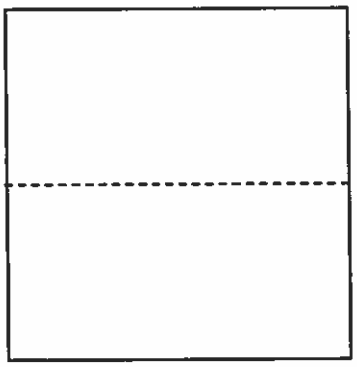
Students are asked to use their best handwriting, to check their spelling and punctuation, but the books are not edited and revised. The books are collected and saved. They are used as a border for a bulletin board for the opening day of school the following year. The incoming fifth graders read them on the first day of school during SSR. The little books are taken down, passed around, and put back up on the bulletin board for future leisure reading during the next few weeks of school.

After SSR, the class can discuss the content of the little books, and this can be charted by the teacher as another way to reinforce classroom expectations.

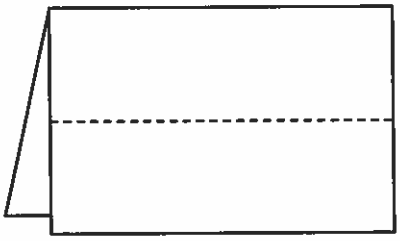
Bev Bain, 2005

Directions for Making a Little Book

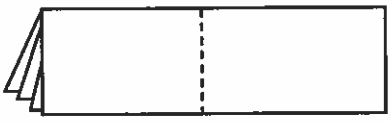
1. Fold a sheet of paper in half hamburger style (widthwise).



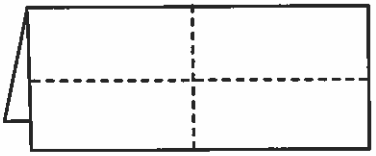
2. Fold it in half again in the same direction.



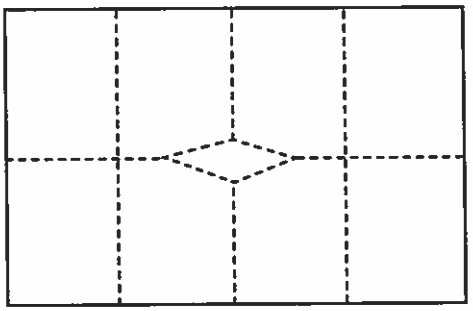
3. Fold this long narrow strip in half in the opposite direction.



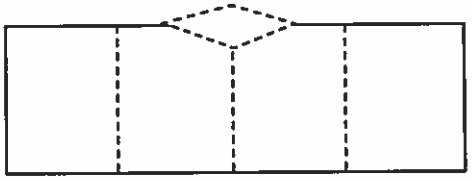
4. Open the paper up to the Step 2 position and cut halfway down the vertical fold.



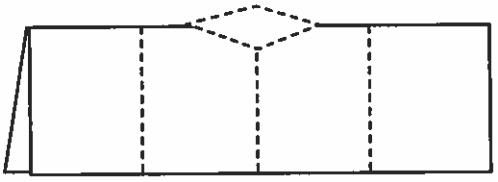
5. Open the paper up and turn it horizontally. There should be a hole in the center of the paper where you made the cut.



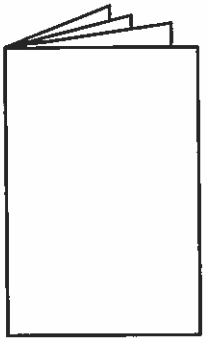
6. Fold the paper in half lengthwise.



7. Push in on the ends of the paper so the slit opens up. Push until the center panels meet.



8. Fold the four pages into a book and crease the edges.



Sample Beginning-of-the-Year Teacher Letters

August ___, _____

Dear Students and Parents/Guardians,

Welcome to Fifth Grade! I love the feeling that I know some of you so well from last year, and I look forward to knowing the many new students and parents just as well. It's going to be a wonderful year in fifth grade together!

So that you may know me a little better, I'd like to share some things about me. As many of you know, I was born in Michigan and graduated from the University of Michigan, but have lived In California for most of my adult life. I have taught sixth grade in New Jersey, fifth grade in Beverly Hills, and fourth, fifth and 3-4-5 GATE at Tierra Vista.

My husband and I have two grown children. Our son, Scott, graduated from UCLA. He earned his Masters Degree in history at New York University in New York City. He is married to Reb (Rebecca), a Filipino girl he dated for nine years! He and Reb live and work in Sacramento. Scott walks to and works in the State Capitol Building, doing research on health issues for the Appropriations Committee in the State Assembly. Scott's wife graduated from UC Berkeley and works for the City College District in the Chancellor's office. Scott and his wife have a new house near the Capitol in Sacramento.

Carol, our daughter, graduated from UCSB and UC Berkeley. She taught sixth grade in Piedmont near San Francisco for four years and fifth/sixth grade in New York City where she lived near the Metropolitan Museum of Art and Central Park. She also taught fifth grade in Hermosa Beach for three years. She is married and she and "D.J." are the parents of a three-year-old son, Brian, and a three-month-old daughter, Elise. Carol's husband, David, is an executive for a company that makes LA Gear shoes, as well as shoes for Disney, Walmart, and Target stores. Maybe some of you are wearing them!

My husband, Jim, is the minister of the First Presbyterian Church in Oxnard and his hobbies are backpacking, reading, and fishing. He went on a long hike in the Sierras and caught many trout.

We've had a wonderful summer of work and relaxation together. I finished revising a book on teaching strategies for third through sixth grade teachers. Jim and I enjoyed a week's vacation at Lake Tahoe. Our family also gathered at a condo in Mammoth where my husband and I thoroughly enjoyed being grandparents to Brian and Elise. In July, I spent two days in Anaheim training teachers on literacy. Later in the month, I spent a week training teachers in New Jersey, Illinois, and Iowa.

At home I enjoy reading and writing. I am addicted to the morning Los Angeles Times and have read many children's books over the summer. I can't wait to share them with you! I'm not much of a T.V. watcher except for the news, HGTV, and "60 Minutes" so you'll have to tell me about all the popular shows.

Parents, you are the most important person in your child's life, and I look forward to working with you for your child's benefit. I need your support for the homework assignments, academic goals, and classroom discipline plan I have set for the students. I will keep you informed about your child's progress. With all of us working together, I know your child will have a successful year!

Sincerely,

Bev Bais

2001 Sanford St., Oxnard, CA 93033
October ____, _____

Dear Parents/Guardians,

I have a special favor to ask of you. I would like you to write a letter to me about your child. No, this is not homework! It is optional. However, I believe your insights into your child can help me to be a better teacher for your particular child this year. Our November conferences are so short that I never get enough time to find out from you, the real expert on your child, all the little things that help me to understand better who he/she is as an individual and a learner. I learned some things from some of you in conversations before school started, but am eager to know more and have you elaborate on your earlier thoughts. Here are some of the things I would like to know:

1. What does your child enjoy? What kinds of things does he/she choose to do in his/her spare time? What are your child's interests? Hobbies? Fascinations?
2. What are your child's strengths? (academic and non-academic) On the other hand, does your child feel insecure about certain things (a school subject, art, sports, speaking in public, social situations, whatever)?
3. Are there any special considerations I should be aware of this year (this could range from allergies, exciting plans, new siblings, a recent movie . . . whatever)?
4. What do you consider to be most important for your child this particular year?
5. Finally, what are the things that you think are wonderful about your child?

The letter can be a DRAFT copy as I say to students sometimes. Just jot a quick note, enclose it in an envelope if you wish, and send it via your child or give it to the school secretary to put in my mailbox.

Thank you in advance for your interest and cooperation.

Sincerely,

Bev Bais

Fifth Grade Teacher

Fall, _____

Dear Parents and Students,

In order to provide a classroom that is stimulating and conducive to learning, the following are the rules in Room 204. Please read them carefully with your child.

General Rules

1. No child shall interfere with the right of another child to learn.
2. We shall respect other people's property.

We have brainstormed examples of these rules and the behaviors that violate the rules. The following are the consequences of disobeying these rules. They are arranged in a hierarchy of least serious to most serious.

Consequences:

The child shall:

1. Go to corner desk for 10 minutes. (first violation)
2. Lose 15 minues of recess. (Second violation in same day)
3. Lose 15 minutes of recess and/or go to Mrs. Parizo's room for 15 minutes of time out and parent is called. (Third violation in same day)
4. Go to office and parent is called.
5. Suspended from school.

The child may also be required to write an Action Plan about the rule violation and what the child will do differently next time to prevent a repetition of the same offense. Each day is a new day! The consequences do not carry over from one day to the next.

Major Offenses

1. Hitting, roughing or physical abuse
2. Throwing objects
3. Defiance of Authority
4. Disrespectul/Abusive Language
5. Continuous Disruptive Behavior
6. Other

Consequences of Major Offenses

The child shall . . .

Be given a green slip and sent to the principal. Mrs. Dalton will be in charge of the punishment and will call the parent.

If you have any questions, please feel free to call me at school.

Sincerely,

Bev Bass

I have read this letter, discussed it with my child, and understand the rules and consequences.

Parent signature _____ Child's Name _____

Things to Write About Yourself or Others

(Autobiography and/or Interview Sheet)

Where you were born

Something about your family

Pets you have had

Trips you have taken

Things you enjoy doing

Books you enjoy

What you like to do in the summer

Hobbies

Things you are good at doing

Television shows you enjoy

Funny things that have happened to you

Any operations or visits to the hospital you have had

Scary things that have happened to you

Bev Bain, 2005

Sample List of Things to Do Before School Starts

1. Get out books
2. Get out reading, writing and outside reading logs
3. Make name tags for mail boxes
4. Make nametags for desks and students to wear first day
5. Laminate maps and put on desks
6. Make birthday notes and list
7. Place dots on desks for management/grouping purposes
8. Get out job sheets and job cards
9. Make bulletin board letters
10. Put up bulletin boards
11. Put overhead and other equipment on table and stand
12. Make data base class list
13. Make regular class list for assessment
14. Read cumulative files
15. Make phone calls to parents/guardians
16. Fill out plan book
17. Fill out grade book
18. Get out ball box passes
19. Inventory first week activities
20. Write first day letter and make copies
21. Pass out Spelling Standards (composition books)
22. Order: pencils, erasers, crayons, rulers, paper, pins, paper clips, staples, tape . . .
23. Inventory colored paper
24. Get art supply containers ready and put markers in them
25. Find rules to Tea Party
26. Make overlays of rules
27. Run off 1st day letter
28. Run off rules

Bev Bain, 2005

Key Elements of Effective Classroom Management

Effective classroom management includes three major elements: prevention, intervention, and resolution.

Prevention

Prevention is what teachers do to prevent possible discipline problems. Being proactive is more effective than reacting to student behavior or situations that arise.

Strategies:

Create a safe, secure environment based on mutual respect, cooperation and trust.

Build positive relationships and create a caring environment.

Use effective instructional strategies.

Teach, practice, and re-teach rules and procedures.

Give clear directions.

Provide logical consequences, not punishment. Hold the students accountable for their behavior.

Intervention

No matter how much a teacher tries to prevent problems from occurring, students may challenge their authority or act out. Then teachers need to intervene – to redirect students and minimize power struggles.

Strategies:

Intervene in a respectful way when students misbehave.

Use techniques that prevent power struggles and help students become responsible.

Have a plan for dealing with highly volatile students.

Resolution

The third major element is resolution – how to resolve problems and help students change their behavior.

Strategies:

Use class meetings to empower students to be problem solvers, deal with conflict, teach character education and help prevent violence in our schools.

Hold problem-solving conferences with students and parents.

Provide a conflict journal for students to resolve "little" problems.

Spencer Henry, Practical Ideas for Educators, (717) 661-7030, shenry@ptd.net

Managing Today's Classroom

Good classroom managers need a variety of strategies for addressing the misbehaviors of difficult, challenging students. Below are some concepts and beliefs that provide the foundation for working successfully with all types of students.

1. All people are entitled to dignity and respect.
2. Adults should model the behavior they want.
3. Adults' actions should bring them closer to children instead of driving them away.
4. The last action before the reinforcement is the behavior that is learned.
5. Pro-acting is far more effective than reacting.
6. Procedures need to be taught and re-taught.
7. Assume nothing. Teach everything.
8. Discipline is like other disciplines; e.g., language arts, science, math, social studies. It needs to be taught, practiced, evaluated, re-taught and reinforced.
9. Don't take misbehavior personally and stay personally involved.
10. Never try to apply consequences when the child or you are emotional.
11. Delay consequences. Choose the time and the place to fight the battle.
12. Act. Don't react. Give yourself time.
13. When dealing with misbehavior, never stay engaged with a student for longer than 10 seconds.
14. It's not important to have the last word. What is important is the quality of your words.
15. Perception is reality. Kids don't become what they think they can become. They don't become what you think they can become. Kids become what they think you think they can become.
16. Students don't care how much you know until they know how much you care.
17. People do things for people they love. Make deposits so you can make withdrawals.
18. All behavior is a cry for love or an expression of it.
19. Don't disempower yourself by overly referring misbehaving students to the administration. The person closest to the situation should deal with the problem.
20. The only person you control is yourself.

Spencer Henry, Practical Ideas for Educators, (717) 661-7030, shenry@ptd.net

21. Use thinking words, not fighting words.
22. Adults should model the behavior they want.
23. If you take something away, give something back.
24. Your actions should de-escalate, not escalate, the situation.
25. If you win the battle but destroy the relationship, you've lost the war.
26. It's not cool to be good. It's cool to be bad.
27. Kids would rather be bad than look stupid.
28. Public rules. Private consequences. Allow the child to save face.
29. Know what pushes your button. Your students do.
30. Listen, acknowledge, redirect or defer.
31. Use rewards and punishment only in special or extreme situations when you want to change behavior fast – but it will not be a long-lasting change that develops responsibility.
32. There is no severe punishment that some difficult students have not already experienced. Many have been physically, psychologically, or emotionally abused. Throwing them out of class just reinforces their belief that the world stinks and no one cares.
33. Use logical consequences (reasonable, related, done respectfully, consistently enforced) instead of punishment.
34. Be fair, not equal.
35. Be firm on intent, flexible on solutions.
36. Consistency is doing something – not doing the same thing for everyone.
37. Children become responsible by empowerment through choices and problem solving.
38. Say it. Mean it. Do it.
39. Rules and interventions without relationships lead to rebellion, resentment or revenge.
40. Rules and procedures are not the same thing. Procedures are how you do something. Rules are how you behave.
41. What you allow, you teach.
42. Deal only with things you see or hear.

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43. If rules are too tight or too loose, students will either rebel or retreat.
44. Deal with emotions – yours and theirs – before you deal with content.
45. Encouragement, meeting the basic needs of our children, and positive reinforcement change behavior.
46. Children don't remember what you say. They remember how they feel when you say it.
47. Good teachers know tough lessons take a long time to learn. Don't expect changes in behavior overnight – yours or theirs. Habits are hard to break.
48. Persevere longer than students resist. Don't give up.

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Building Positive Relationships with Students

Intervention strategies work best in classrooms where teachers actively work to develop positive relationships with all of their students.

1. Greet the students at the door with a friendly smile, make eye contact, give them a handshake, use their name and mention something about them.
2. Acknowledge students' feelings. If you notice they are upset or angry, just say, "I see you are upset" or "I can understand you are angry. Don't have time to talk now, but we can talk later."
3. Give students jobs. Anything you are presently doing that the students can do, let them do it. It shows that you trust them and know they are capable of contributing to the class in meaningful ways.
4. Give students a choice of tasks that need to be done. By giving students choices, you empower them, meet their basic need for control, let them know you trust their decisions and will hold them accountable for those decisions.
5. Use the one-sentence "I noticed . . . " routine. "I noticed you have new sneakers." "I noticed you have new glasses." "I noticed you're putting forth a lot of effort." You are communicating that you have noticed them as individuals.
6. Send home positive notes. Make it a point to send home positive notes at some time to all your students. That means you're going to have to look for the good in all kids. It goes a long way in not only building positive relationships with the students, but also in building positive relationships with the parents.
7. Listen to students. You first must understand before you can be understood. Take a few minutes each day to let them talk about what's important to them. Sometimes you need to ask questions, not just tell students what to do.
8. Set aside regular class time to discuss class problems. Hold regular class meetings in which problems are identified by you or the students and solutions are brainstormed and agreed upon.
9. Find out what school and extra-curricular activities your students are involved with and make it a point to attend. You don't have to stay for the whole time.
10. Be available for extra help. Let students know your schedule and when they can obtain extra help as needed.
11. Use language of encouragement. One technique is to use the student's name, describe something positive he/she did, then project it to the future and disengage. " Jack, you worked hard on that English assignment; I can see your becoming a writer someday." Recognize effort – not just success.
12. Understand student culture. You may not like or enjoy what students are reading and listening to, but become familiar with it. Also, get to know students' cultural or ethnic backgrounds and any customs or practices that may be important to them. By doing so, you will be communicating respect in a powerful way.

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Implementing Procedures

Purposes for Procedures:

Let the student know what is expected.

Prevent confusion and loss of time.

Increase student accountability and responsibility.

Give the students self-direction.

Increase the chance for success.

Establish continuity.

Guiding Questions for Determining Transition Procedures:

What transitions need procedures?

What key points are needed to accomplish the task?

Are the requirements clearly defined? (K.I.S.S.- keep it simple & short)

When and how will the procedures be taught and re-taught?

How will the procedures be evaluated and students be given feedback?

Simple, Four-Step Approach to Implementing Routines and Procedures

- Introduce
- Rehearse
- Remind
- Reinforce

Classroom Procedures

Throughout the first few weeks of school, teachers will need to teach expectations for routines and procedures they want students to follow. Teachers cannot assume that students know what is expected. Below is a list of procedures that commonly occur in intermediate grade level classrooms. This is not an inclusive list. For each grade level and each subject, there may be additional procedures that need to be taught.

Daily Classroom Routines

Beginning of the period or day

Dismissal – end of the period or day

Use the restroom

Use of classroom equipment: e.g., computers, pencil sharpener, playground equipment

Drink break or water in the classroom

Collecting things / Passing out things

Attendance

Making up class work

Late to class

Getting help / Teacher's attention

Heading on papers

When students are finished with their work

Going to and returning from lunch or other out-of-classroom activities

Time Out / Anger Area

Zero base noise level

Special Classroom Routines

When there is a sub

When there is a new student

Schoolwide Routines

Fire drill

Crisis situations

Cafeteria

Assemblies

Busses

Field trips

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Transitional Procedures

There are many different transitions during a regular school day: e.g., beginning of class, end of class, returning from lunch, changing between activities. One reason transitions lead to misbehavior is that the expectations for behavior change. For example, when students work in groups, they usually need to talk; when students work independently, they usually need to be quiet. Students need to know the expected behavior in order to make smooth transitions.

For each transition, teachers need to teach students what they are supposed to do. It's often helpful to inform students when a transition is about to occur. For example, "You have 1 minute to finish what you are doing, and then we are going to switch to a small group activity." Listed below are examples of some common transitions that occur in upper elementary classrooms.

Entering Class

1. Go directly to your seat. Take materials out of your backpack that you need.
2. Hang up your jacket and backpack and return to your seat.
3. Copy your assignments.
4. Do your morning job or start the activity on the board.

Independent work

1. Work by yourself.
2. If you need assistance, remain in your seat, be quiet and raise your hand.
3. Talk only to the teacher when you need assistance.
4. When finished, raise your hand for additional instructions.

Class Discussion

1. Talk only on the topic.
2. One person speaks at a time.
3. Keep your eyes on the speaker.
4. Think about what's being said.

Teacher-Directed Activity

1. Eyes on the teacher.
2. No talking at this time.
3. Take notes if told to do so.
4. Raise your hand if you have a question. Wait to be called on before talking.

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Group Work

1. When told, move into groups quickly and quietly. Stay in group.
2. Keep hands and feet to yourself.
3. Discuss only the topic given.
4. Talk so only the people in your group can hear you.
5. Questions? Ask group members first. All hands up for teacher's help.

Quizzes and Tests

1. Keep your eyes on your own work.
2. Remain quiet.
3. Raise your hand and wait for assistance if you have a question.
4. When finished, check your work and raise your hand for additional instructions.

Films and Videos

1. Read preview questions prior to viewing.
2. Remain seated during the presentation.
3. Do not talk during the presentation.
4. Answer preview questions.
5. Hold your questions until the end of the presentation.

End of Class

1. W.I.L.T. — What I learned today.
2. Remain in seat.
3. Clean up your area, including the floor.
4. Write down homework assignments.
5. Plan what materials you will need to take home with you.
6. Wait to be dismissed.

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Procedure Charts

Morning Procedures

1. Empty backpack.
2. Hang up backpack and jacket in your cubby.
3. Sharpen pencils.
4. Sit down and do the "bubble" work listed on the board.
5. At the bell, begin morning routine as a class.

Lining Up Procedures

1. Your table is dismissed.
2. Stand up, then push your chair in.
3. Line up quietly, single file.
4. Keep hands and feet to yourselves.
5. Walk quietly in a single file line through our hallways.
6. Please show utmost respect and responsibility.

Dismissal Procedures

1. Clean off your desktop.
2. Clean the floor area around your desk.
3. Open binder to make sure homework is there.
4. Have student sign your homework check sheet.
5. When table is called, get backpack and jacket from cubby. Put binder in backpack.
6. Put chair on desk and line up quietly.

Ruth Kenney, 2005

Ruth Kenney's Rule-Making Process

1. First, I ask if students would like to have a class without any rules. After the initial excitement, then we talk about what that would actually mean. They quickly realize that rules are beneficial, not detrimental.

2. Then I talk to the students about making positive rules, not negative ones. What kinds of behavior do we WANT?

3. Students are asked to work in small groups to come up with as many ideas as possible about what kinds of behaviors we want in our classroom, and to make those into rules, or guidelines. I tell them, "This is brainstorming, so think of as many ideas as possible."

4. After students have generated their lists, I collect their ideas and I write them on a large piece of chart paper. All ideas are written down, except the repeats (and there are many because students really do know the basic kinds of rules they want.)

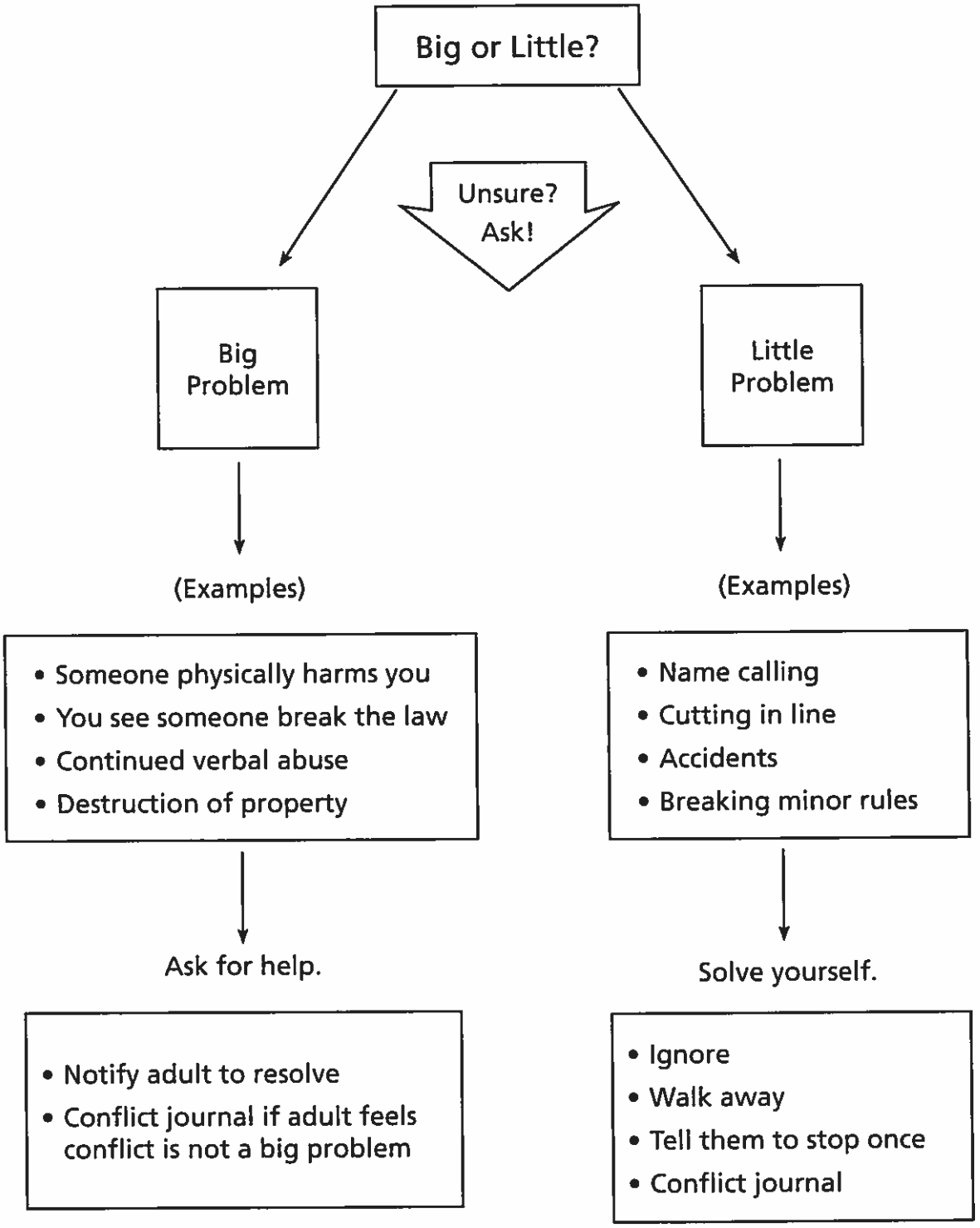
5. Now students are asked to combine ideas into short statements. In whole class discussions, I call on students to suggest which rule might be deleted because it's already "covered" by another rule. I ask them to delete the ones that are negative. Given guidance, students really GET this! They see what rules are important, and which ones can be deleted because they are already taken care of by a general rule, such as "Show respect to yourself and others." In other words, a rule of "Be nice to your classmates" isn't needed if we decide that "Respect yourself and others" is adopted.

6. We work at this process until we have about 6 rules. The class must all agree on these, so they truly buy into their own decisions. I take the finished list and make a poster, or sometimes I ask students to make the poster.

7. During the year, when students are out of line, I can easily ask them what rule they are breaking. It's a great reminder of what we all agreed on. Also, during the year we often talk about the rules we've made and talk about how we demonstrate that rule in our classroom. I find that rules must be revisited often in order to make them effective.

Ruth Kenney, 2005

PROBLEM SOLVER



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Zero Base Noise Level

All teachers need a quick way to get students' attention. When deciding on what method would work in your classroom, consider the following questions:

- Is what I am doing appropriate for my area and my age group?
- Is it respectful?
- Am I accomplishing my goal?
- Are the students responding positively to the signal?

Methods teachers have found to be effective:

- Teacher claps hands once, and then raises one hand. The students then raise their hands.
- Teacher says, "If you hear my voice, clap your hands." Repeat.
- Teacher chants or sings phrases such as, "Are you ready?" The students reply, "I am ready."
- Teacher leads the class as they, "Clap your hands . . . stomp your feet . . . turn around . . . have a seat."
- Teacher gives a series of claps. Students repeat.
- Teacher counts down from 10 or 5. Students can count along. They should all be ready to listen by "1."
- Teacher says, "1,2, 3 look at me." Students reply, "1, 2, eyes on you."
- Blow a whistle, ring a bell or play music.
- Teacher says, "Give me 2" which means, two hands still, two feet on the floor, two eyes on the teacher and two ears listening.
- In situations where safety of students is in questions, teacher loudly says, "Freeze" or "Stop."
- Teacher says, "Give Me Five." Make a large handprint with the five points listed below. Post it on the classroom wall. Explain to the students that when you want Zero Base Noise Level, you will say, "Give me five!" then raise your hand and count. When you get to five, your students will be ready to listen.

Give Me Five

1. Eyes on speaker
2. Mouths closed
3. Be still
4. Hands free
5. Listening

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Resources

There are a number of outstanding educators whose work has laid the foundation for the strategies and materials in this program on classroom management and discipline. For more in-depth information and additional strategies, please see the resources listed below.

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Kohn, Alfie. *Punishment by Rewards: The Trouble with Gold Stars, Incentive Plans, Praise and Other Bribes*. Houghton Mifflin, NY, 1993.

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Payne, Ruby. *Poverty—A Framework for Understanding and Working with Students from Poverty*. RFT Publishing, Baytown, TX 1995.

Styles, Donna. *Class Meetings; Building Leadership, Problem-Solving and Decision-Making Skills in the Respectful Classroom*. Pembroke Publishers, Ontario, Canada 1991.

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Related Bureau of Education & Research PD Programs

Video

A Practical Approach to Classroom Management and Discipline, Grades 3-6
Part II: Management and Intervention Strategies that Keep Students On Task and Learning,
Featuring Bev Bain and Spencer Henry, 2006.

A Practical Approach to Classroom Management and Discipline, Grades 3-6
Part III: Strategies for Dealing with Difficult and Challenging Students,
Featuring Spencer Henry, 2006

Audio

Practical Strategies for Working Successfully with Difficult Students, presented by Dr. Jane Bluestein.

Powerful Discipline Strategies That Reduce Behavior Problems, Grades 6-12, presented by Mark Boynton.

Succeeding with the Difficult Young Child, presented by Gary Benton.