Classroom Management   
Dr. Anne Hewson  
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**Topic**: “Making the Most of Classroom Time”

**Focus:** To help teach future teachers specific strategies and methods to make the most of classroom time.

**Learning Outcomes**: This lesson will encourage students to think critically about strategies and methods for effective time management that will result in efficient classroom management.

**Materials**:   
Prezi presentation  
White board markers  
Pens/ Pencils  
Looseleaf  
Colored Paper Direction Sheets  
Music – “Gangnam Style by Psy” and “Meditation Music”  
3-2-1 Handouts  
Basket for Reflection

**Lesson Timeline**:  
Introduction – Prezi overview of presentation and goals (4 mins)  
Opening Activity – Think (Jot) Pair Share (8 mins)  
Mini-Lesson and Discussion on Group Work (15 mins)  
High Energy Break and Discussion (5 minutes)  
Group Activity, Presentations and Discussion of Group Activity (35 mins)  
Summary (6 mins)  
Low Energy Break and Discussion (3 mins)  
Closing Activity - 3-2-1 (5 mins)

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| **Time Required** | **Description of Activity** | **Materials Needed** |
| 2 min.  2 min. | **Introduction Scenario:**  Teacher (Kayla) starts off taking attendance very slowly to explicitly demonstrate that it is a waste of time. Students (Cory and Brittany) acknowledge that this teacher takes so long to take attendance everyday! The teacher (Jessica) then prompts an open discussion examining certain traditional class activities that can waste class time.  Discussion questions to prompt class discussion  - Does anyone feel like we are wasting class time right now?  - How many of you have had a teacher like this who wastes time at the beginning of class handing out materials and taking attendance?  **Introduction:** Provide a brief introduction to the topic “making the most of classroom time”. The onscreen presentation (via the link below) will first introduce group members, then give a short synopsis of the presentation and its learning outcomes. An overall outline of presentation will also be provided so that students know what to expect throughout the class.  Prezi Presentation: <http://prezi.com/t6yon9athlqp/present/?auth_key=8jp5mx6&follow=qgke4q4jg8b8>  Introduction Lead: Jessica  Learning Outcomes:   * Have students think critically about effective time management * Teach the class by modeling the most effective ways to make the best use classroom time * Promote interactive discussion, high order thinking, on the topic of time management in the classroom.   Timetable:  Introduction Scenerio– (2 mins.)  Introduction of topic - Prezi overview of presentation and goals (2 mins.)  Opening Activity – Think/Jot- Pair- Share (8 mins.)  Mini-Lesson and Discussion on Group Work (15 mins.)  High Energy Break and Discussion (5 mins.)  Group Activity, Presentations and Discussion of Group Activity (35 mins)  Summary (6 mins)  Low Energy Break and Discussion (3 mins)  Closing Activity - 3-2-1 (5 mins) | Attendance Sheet  Prezi |
| *Think/Jot* 2 min.  *Pair* 2 min.  *Share*  4 min.  *Total*  8 min. | **Opening Activity: Think (Jot)-Pair-Share**  **Activity Lead:** Kayla Blackmore  The class will begin with an opening activity called Think/Jot-Pair-Share. The activity will begin by the words “Opening Activities and Closing Activities” being presented on the screen via the Prezi. Students will then have two minutes to reflect on what these words mean to them and write down whatever comes to mind. Students will then be asked to share their ideas with a neighboring classmate. After roughly two minutes, each group will be asked to share some of their ideas with the class. A brief (four minute) class discussion on opening and closing activities will result. The following questions will be used to prompt student response and discussion:  Discussion Questions   1. What is the purpose of opening and closing activities? 2. How have they affected your own learning? 3. Why are they useful? 4. What challenges can be associated with them? 5. How can they be successfully implemented in the classroom? 6. What are some examples of effective opening and closing activities? | Paper and Pen/Pencil  Whiteboard Markers |
| 15-18 min.  5 min.  5 min.  5 min.  2 mins. | **Interactive Mini-Lesson**  **Activity Lead:** Will McKinley  The teacher will then transition into the content portion of the lesson through the use of an interactive mini lesson. The teacher (William) will lead an interactive mini-lesson on the effective use of group work. Assigning clear roles, giving purpose, and the importance of clear directions are among the topics to be discussed. After approximately fifteen minutes the teacher will change activities, acknowledging that students are loosing their focus after the mini lesson.  Mini Lesson Lecture Notes  Purpose  -       Now that the class has looked at some effective ways to open and close a class, it is time to dive into the meat of the classroom experience: interacting with the material.  Now there are two keys ways of doing this: the first is through mini-lessons, which I hope to model for you here today, and the second of which is group work, which we’re now going to discuss.  Mastering both of these strategies will help all of us, as teachers, to avoid wasting precious learning moments and thus, make the most of classroom time.  -       Now, I’ve been doing some reading and evaluating, and from what I can see there are basically four stages to group work, each of which we need to consider if we want group work to be an effective use of class time.    1) Prepare (5 minutes)  -       The first stage is to *prepare* your students.  -       Now what are some ways that we might prepare students to work in groups before even introducing a group project?  > Establish norms, rules, and expectations (individual and group- it is important to make it clear to students that everyone is accountable.  Make group and individual assessments part of group work; get to know your activities; make sure your students know one another and are comfortable working together; make sure your class layout is conducive to group work; have them practice (working in pairs, etc…); model tasks for them (show them how to perform the various roles that will be assigned)  -       This stage is sometimes overlooked, but is very important because by preparing your students for group work, you are making sure that they are capable of making the most of class time when it is actually assigned.    Prompting Discussion Questions  What are some ways that we might prepare students to work in groups before even introducing a group project?  2) Assign Groups (5 minutes)  -       Now that you’ve prepared your students for group work, the next step would be to actually form the groups.  Now there are several strategies for doing so, can anyone give me one (three examples include: teacher-selected, student-selected, random)?  Ask for the benefits and drawbacks of each.  When would each be appropriate?  > *Student-selected*: Students are often more motivated and already comfortable with group members, but viewpoints are often similar and these groups sometimes get off task easier.  Appropriate for medium-length group assignments (a few classes).  > *Random*: This diversifies the viewpoints, but sometimes groups will be unbalanced.  This will work best in quick group assignments (1 class)  > *Teacher-selected*: Teacher can ensure that groups are balanced and that different viewpoints will be present.  Best for long-term group work (literacy circles).  -       So do you think there is a “magic number” when it comes to working in groups (take suggestions)?  From my experience and research, four seems to be ideal because it is large enough that there could be differing viewpoints, but small enough that everyone will have a chance to share and contribute.  Now, depending on the length of your group work a smaller or larger group might be appropriate, but four is usually a good place to start.  -       By thinking about these issues beforehand, you can divide your class quickly and in a way that will facilitate the best use of class time once the work has actually started.    Discussion Questions   * What are some methods you can use to form groups? * When would each be appropriate? * Benefits and drawbacks of each? * Do you think there is a “magic number” when it comes to working in groups (take suggestions)? * Transition Question: once you’ve formed your groups, what is the next step.   3) Structure Group Work (5 minutes)  -       So groups are now divided and it’s time to get down to business.  But, if you don’t structure group work then you’ll find that your groups get off task and waste the time you are giving them.  -       Perhaps the best thing you can do to avoid this is to provide clear, step-by-step instructions and make your specific expectations clear.  So for example, if you’re teaching social studies, don’t just tell a group: “I want you guys to put together a map of Canada” and then walk away.  Be specific “Your task is to draw a map of Canada with all the provincial boundaries, and then to glue in pictures from magazines and the internet that you think represent each province.  Now you have 20 minutes to work on it today, so by the end of the class I expect you to have started drawing your map and have brainstormed a list of pictures you might include.  Then, when you go home tonight, try to find some of these pictures, cut them out or print them off, and bring them to class tomorrow…” Set time-specific guidelines (not just for students, but for yourself as well to make sure that you don’t take too long explaining the project or stay with one group too long)  -       Beyond specific expectations, design group assignments in such a way that every group member needs to participate (reference the hot lava game).  One strategy you can use to make sure that students are making the most of class time to assign specific roles to students.  This way everyone has a part to play and no one is either left out or left to do all the work.  So what might be some roles you might assign for group work?    Roles:  Note taker, task facilitator, conversation facilitator, time-keeper, presenters. A good structure will make sure that all students are engaged in the work and thus making the most of time spent in class    Discussion Questions  - What might be some roles you might assign for group work?  4) Supervise (2 minutes)  -       Finally, as teachers it is our responsibility to supervise group work, but to do so in a way that we are still allowing students to work out problems for themselves.  Let me demonstrate. Say this was a group and they were discussing their project.  Now how would you guys feel if I stood like this (hovering)?  It actually detracts from group work because I’m not allowing the conversation to flow and I’m actually presenting myself as an authority figure so they are more likely to ask me questions, rather than discussing it themselves.  Thus, I am actually keeping them from making the most of classroom time, by hindering their ability to work as a group.  Ideally, a teacher should stand a little ways back, thus allowing them to monitor group work without interfering.  Discussion Questions  How would you guys feel if I stood like this (hovering)? | Whiteboard Markers  Prezi  Prezi  Prezi  Prezi |
| 2 min.  3 min. | **High Energy Break**  **Activity Leads:** Kayla Blackmore and Jessica Marks  Teacher will lead the class in a high-energy break. The teacher (Jessica) will begin by having the class get out of their seats and follow her in a series of stretches and exercises. Then they (Kayla) will then put on some energizing music, specifically the song “Gangnam Style” by Psy, and the class will be directed to let loose and dance until the music stops.  Upon the completion of the music, a discussion will be had to discuss the effectiveness and timing of the break.  Discussion Questions   * How did you feel before the break after the mini lesson? * How do you feel now after the high-energy break? * Was this an effective use of class time or a waste and interruption? * When would this be affective? When would this be ineffective? * As a teacher, what are the dangers or risks of doing a high-energy break? | Song: “Gangnam Style” by Psy |
| Group Discussion  8 min  Group Presentation  3 min  Class Discussion  2 min  *Total*  35 min. | **Group Work Activity – Scenario Jigsaw**  **Activity Lead:** Cory Richard  Once everyone is feeling energized, Cory will explain the group work activity. Students will be divided into five groups according to where they are seated in class. Each of the 5 groups will be assigned a different type of interruption, and will be given 8 minutes to brainstorm effective ways to deal with this type of interruption in a classroom setting. During this time, each of the 5 presenters will be assigned a group to monitor. Groups will present their ideas to the class by preparing a role play or using a written description. Each group will be given 3 minutes to present. 2 minutes will be allotted following each presentation for class discussion.  Scenarios  Scenario 1: Lateness and Attendance  You are the teacher and you have already begun your class with an opening activity. Little Johnny shows up late and you have already taken attendance. Brainstorm how you might deal with this situation if a) Johnny is chronically late, b) Johnny is late for the first time.  Scenario 2: Handing out and collecting materials  You are the teacher and you have assignments to hand out and collect from your students. Brainstorm effective ways to distribute and collect class materials, which do not waste class time. Consider how these would differ when collecting or distributing a test or exam.  Scenario 3: Bathroom/water break  Bathroom and water breaks during class time can be very distracting if they are not dealt with appropriately. As a group, discuss how you might structure the rules in your class regarding bathroom and water breaks in order to both maintain classroom order and provide freedom to your students.  Scenario 4: School-based Interruptions  You are the teacher and your class is abruptly interrupted by a school fire drill or lock down. Brainstorm the various methods or strategies you can use to refocus your class and get their attention back.  Scenario 5: Student Disruptions  You are in the middle of a lesson and you notice that one of your students is texting. This is clearly distracting other students in your class and taking away from the lesson. Brainstorm ways to deal with this situation without wasting class time.  - In case groups finish their assigned tasks quicker than expected, sponge activities are located on the back of the colored activity description sheets. These sponge activities should prompt students to think more critically about their scenario.  Sponge Activities  Scenario 1: Sponge Activity: Brainstorm several quick and easy ways to take attendance in a manner that will minimize class time.  Scenario 2: Sponge Activity: How might students take advantage of your ideas?  Scenario 3: Sponge activity: How might you respond if these privileges were abused?  Scenario 4: Sponge Activity: How would your methods or strategies change if this was a less serious interruption, such as an administrative announcement or visitor at the door?  Scenario 5: Sponge Activity: How would your methods or strategies change if this was a less serious interruption, such as an administrative announcement or visitor at the door? | Written Descriptions of Scenarios and Instructions for Group Work  Pens and Pencils  Sponge Activities  Pens/ Pencils  Paper |
| 6 min. | **Summary/Wrap-Up**  Near the end of the presentation, the teacher will provide a brief summary of how to make the most of classroom time. An emphasis on *preparation* will be made by reflecting on the management of classroom time throughout the presentation.  The key to managing classroom time effectively is **preparation**  1) Always over plan (sponge activities) - Kayla  - Have sponge activities for groups who finish early in order to avoid idle students in the classroom.  - Have exit slips or fillers in case a lesson finishes early or an interruption occurs and you need to vary the lesson plan  - Always have a Plan B and even a Plan C for unexpected changes    2) Expect the unexpected (be able to deal with interruptions) - Cory  - Expect there to be class interruptions, and know how to deal with them effectively to ensure that no class time is wasted.  - Don’t expect that everyone will be able to understand your explanations the first time and be prepared to meet the needs of students with exceptionalities  - Be prepared for students to not be willing to participate, e.g. exhausted/tired  3) Set time goals for yourself (to keep yourself on track) - Brittany  - “Learn to glance at the clock or your watch on a regular basis. Make some visible marks on your lesson plan of the approx. times that you expect to be at the certain sport. Stay aware of where you are and where you would like to be.”  4) Structure Activities Clearly - Will  - Planning is absolutely critical if group work is to be an efficient use of class time.  Prepare your students for group work in the classes before the project is introduced.  Think about ways to divide up groups and design clear, step-by-step instructions to be distributed so you don’t have to spend class time explaining each and every assignment.  Consider what roles you might assign students so they all have the chance to contribute.  Have all materials ready to go.  5) Take Breaks - Jessica  - Importance of breaks  - When are they effective? What kind of breaks are effective?  Following this summary, the teacher will transition to a low energy break and finally a closing activity. | Prezi |
| 1 min.  2 min. | **Low Energy Break- Squeeze and Relax**  **Activity Lead:** Brittany Beers  In order to lead into a period of brief reflection, the teacher (Brittany) will lead the class in a low energy relaxation break. The exercise is called “squeeze and relax”. In this exercise the class will be told to take a deep breath and as you breathe in, squeeze all the muscles in your body. They will hold their breath until told to exhale. As they breathe out, they will be prompted to relax all the muscles in their body. This exercise will be done to calming music and encourage relaxation among students.  Discussion Questions   * How did you feel before the break after the mini lesson? * How do you feel now after the high-energy break? * Was this an effective use of class time or a waste and interruption? * As a teacher, what are the dangers or risks of doing a high-energy break? | Calming  Music on  iPod |
| 5 min. | **Closing Activity**  **Activity Lead:** Jessica Marks  Keeping on the theme of reflection, the teacher (Jessica) will lead the class in a 3-2-1 closing activity. Students are asked to write down three things they have learned in class, two questions they have regarding the lesson, and one constructive criticism on the lesson. Students will be given roughly five minutes to collect their thoughts and submit their reflections. The 3-2-1 handouts can be used as a springboard for journal entries and will be collected at the end of class for the purpose of feedback. Students are to place their finished 3-2-1 reflections in the basket at the front of the class. These reflections should be anonymous; therefore students should not write their names on their reflections. | 3-2-1 Handouts  Basket for collecting handouts |

*3-2-1 Closing Activity*



*Group Activity Instruction Sheets*

**Group 1**

Your Task:

1. Assign a role to each member of your group as follows:

* Task Manager \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Time Keeper \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Note Taker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Conversation Facilitator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Presenter(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_

1. Read the scenario below and brainstorm ideas.
2. Prepare a 3 minute role play or written presentation to summarize your ideas. You have 8 minutes.

Scenario 1: Lateness and Attendance

You are the teacher and you have begun your class with an opening activity. Little Johnny shows up late and you have already taken attendance. Brainstorm how you might deal with this situation if a) Johnny is chronically late, or b) Johnny is late for the first time.



Sponge Activity: Brainstorm several quick and easy ways to take attendance that maximize instruction time.

**Group 2**

Your Task:

1. Assign a role to each member of your group as follows:

* Task Manager \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Time Keeper \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Note Taker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Conversation Facilitator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Presenter(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_

1. Read the scenario below and brainstorm ideas.
2. Prepare a 3 minute role play or written presentation to summarize your ideas. You have 8 minutes.

Scenario 2: Distributing and Collecting Materials

You are the teacher and you have assignments to hand out and collect from your students. Brainstorm effective ways to distribute and collect class materials without wasting class time. Consider how these strategies would differ when collect or distributing a test or exam.

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Sponge Activity: How might students take advantage of your ideas? How could you deal with this?

**Group 3**

Your Task:

1. Assign a role to each member of your group as follows:

* Task Manager \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Time Keeper \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Note Taker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Conversation Facilitator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Presenter(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_

1. Read the scenario below and brainstorm ideas.
2. Prepare a 3 minute role play or written presentation to summarize your ideas. You have 8 minutes.

Scenario 3: Bathroom/ Fountain Breaks

Bathroom and water breaks during class time can be very distracting if they are not dealt with appropriately. As a group, discuss how you might structure rules in your class regarding bathroom and water breaks in order to maintain order while simultaneously providing some freedom to your students.

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Sponge Activity: How might you respond if these privileges were abused?

**Group 4**

Your Task:

1. Assign a role to each member of your group as follows:

* Task Manager \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Time Keeper \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Note Taker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Conversation Facilitator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Presenter(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_

1. Read the scenario below and brainstorm ideas.
2. Prepare a 3 minute role play or written presentation to summarize your ideas. You have 8 minutes.

Scenario 4: School-Based Interruptions

You are the teacher and your class is abruptly interrupted by a school fire drill or lock down. Brainstorm the methods or strategies that could be used to refocus your class and get things back on track.

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Sponge Activity: How might your methods or strategies change if this was a less serious interruption such as an administrative announcement or visitor at the door.

**Group 5**

Your Task:

1. Assign a role to each member of your group as follows:

* Task Manager \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Time Keeper \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Note Taker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Conversation Facilitator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Presenter(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_

1. Read the scenario below and brainstorm ideas.
2. Prepare a 3 minute role play or written presentation to summarize your ideas. You have 8 minutes.

Scenario 5: Student Disruptions

You are in the middle of a lesson and you notice that one of your students is texting. This is clearly a distraction to other students and is taking away from the lesson. Brainstorm ways to deal with this interruption without wasting time.

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Sponge Activity: How might your reaction change if a student’s phone goes off during a test or an exam?