

SAMPLE LESSON ELEMENTS TO THINK OF

Read before meeting with your ICT partner - use this information to guide classroom responsibilities

Classroom Elements	Definition	Responsibility of...
DO NOW	- prepare DO NOW; Do Now is projected as students enter the classroom; as students enter the classroom, teacher says, "For today's DO NOW you have to complete __ exercises. These exercises assess ____ (state mathematical skill(s))."	
Assess DO NOW	- walk around the room; stamp/initial/sticker those notebooks that reflect correct completion of the Do Now; does not help students during the Do Now; each Do Now activity is an opportunity for assessment. Keep track of which problem(s) most students answer incorrectly. At the end of Do Now, say, "I've noticed that most students answered question __ incorrectly. I'm going to quickly go over it. Please write down the correct solution." Write down the solution - use ELMO. Limit Do Now to no longer than 8 minutes (teacher solution included).	
Maintain DO NOW environment	- ensure that student complete DO NOW in silence; circulates the rooms; stamp/initial/sticker those notebooks of students who complete their work in silence; does not help students with Do Now. Talking limited to "We're not talking at this time!" or "Please maintain a silent environment!" Consequence for talking during Do Now - call home or no recess. Provide students with writing utensils - lack of writing utensils - automatic call home - "We just want to let you know that XY arrived to school unprepared. Please ensure that s/he arrives to school prepared. If you'd like, please send us a Ziploc baggie with school supplies - we'll store it for your child. Write his/her name on the bag."	
Transition - Do Now to Mini-Lesson	One teacher says, "Turn your attention to the Smartboard. Write down the AIM!" Both teachers circulate the room, ensure that students write down the AIM. One teacher recites AIM at least twice and explains its meaning. Teacher leading the mini-lesson, heads to the Smartboard - calls for the students' attention. Says, " During today's mini-lesson we will learn how to..." All individuals in the room listen to mini-lesson teacher.	
Mini-Lesson	Teacher introduces concept and associated vocabulary. Demonstrates 2-3 problems. Has whole class practice 2-3 problems on their own. Constructs opportunity for turn&talk when students are asked to complete problems on their own.	
Maintain Mini-Lesson Environment	- stamp/initial/sticker those notebooks that reflect attention to mini-lesson teacher. Use proximity control & pre-constructed mini-lesson worksheets to sustain student engagement. If students appear to be off task - assess reason: adult/peer attention and/or task is too difficult. Have extension folder in your hand. Distribute hints to students that find mini-lesson difficult/easy. No talking is necessary - focus student attention on mini-lesson teacher.	

BEHAVIOR MANAGEMENT

Lesson Elements

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START of Independent/ Group Work	- one teacher says, "You have one minute to read the directions to the task. As you complete reading the directions, begin working on the task. You have minutes to work on your own, before you're allowed to work with your partner/group." Both teachers circulate the room and ensure that students are working in silence, independently. As students complete task, stamp/initial/sticker their effort. Walk around with extension folder/hints. Provide students with similar examples, hints, additional work, etc.	
During Independent Work	- mini-lesson teacher assess; walks around the room with extension folder in hand; stamp/initial/sticker complete work. Keep track of misconceptions/exemplary work. Interrupt lesson for one turn and talk. Says, "I've noticed that some of you have done this..." Turn to your partner and discuss whether this strategy is correct. Each partner has 30 seconds to speak. I will time you." - mini-lesson teacher focuses all attention on assessment and handing out hints; hints have to be pre-constructed.	
2 Minute Warning	- two minutes prior to the end of independent work, one teacher announces, "In two minutes, we'll review our independent/group work. Write down your final response. In one minute, we'll begin restoring the classroom." One minute later, teacher announces, "Restoration begins now! In exactly one minute, we'll be silent and ready to review our work."	
Review of Independent Work	- mini-lesson teacher highlights the work of specific students; "I saw that X, Y were able to [restate aim]. At this moment, I'd like you to take score your work for the day. Show the results to have the questions. Allot one minute for students to score their work in silence. Have students turn&talk the first question in the second half of the questions. Show the remaining of the answers. - if there's time available, highlight the response of the day. Using the ELMO show the students a sample of exemplary work. Critique the work out loud, "I like that ..." Give segment a title - "Highlight of the day!"	
Transition to END of Class	- teacher says, "We have five minutes left - You have one minutes to copy down your HW (place HW under the ELMO). As you copy the HW, we'll distribute your exit slip." <i>Distribute exit slips [slip should reflect two questions - one that asks the students to demonstrate mastery of the AIM and one that asks them to reflect on how they solved the problem].</i> We complete the exit slip in silence - this is your last chance to tell us if you really got today's lesson. If you finish early, you're allowed to work on your homework - in silence and without a calculator."	
END of CLASS	- teacher announces, "We have one minute of class left. Please put the finishing touches on your exit slip. If you're finished, stand silently next to your desk. Push your chair under the desk. As you exit the room, give your slip to Ms. _____."	

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Talkative Students	<ul style="list-style-type: none"> - non-verbal cues/verbal cues (90/10). Use proximity control and rewards. Every time a student talks out of turn - use 3 finger rule - 2 yellows & a red card - ignore student and address the whole class by saying, "We are not listening. I'll wait until I have your attention." 	
Tapping/Noise Makers	<ul style="list-style-type: none"> - non-verbal/verbal cues (90/10 ratio). Use proximity control and rewards. - conversations before/after school. Ask why they need to tap the pencil/pen. Determine intervention based on need (attention/avoidance/bored). 	
Mobile Students	- no one moves in the room unless directed to move by an adult. Plan every activity in such a way that movement is limited/non-existent. If a student needs supplies, additional work, etc., it will be brought to him/her.	
Bathroom Use	- let the students know that only one teacher can approve bathroom use; you will not be able to use the restroom if you misuse instructional time (disruptive in the classroom). Only three students will be able to use the restroom. Let the students know that the more they insist, the lower their chances of using the restroom.	
Para-professionals	- need to be part of the planning process; role needs to be delineated in the lesson plan.	
Post-lunch/elective classes	<ul style="list-style-type: none"> - one teacher is inside the classroom - see DO NOW step. The teacher in the hallways follows the three to one rule - three quiet/one disruptive student enter the classroom. Hallway teacher - keep an eye on the classroom environment - if calm, introduce the next group of students. - classroom should be ready for class; no triggers - classroom should be cool/warm, blinds pulled down, calculators on the desk, teacher with extra pencils in the hand. Do not be a trigger. 	
Blow-Outs	<ul style="list-style-type: none"> - one teacher calls the main office - "I need immediate assistance in room 309!" x 3121, 3122, x3123 or x2031 - one teacher removes the injured party. Allow dean/admin to remove the aggressor. 	
Overall	- <i>"We have one mission - complete work at all times! Expect nothing else."</i>	