

# Class Management



“I have an Ikea nearby, and I buy lots of neat organizational things there. I especially like the drawers with the metal frames - some of the drawers are plastic and some are wire mesh. I like the shoe holders for the kids mailboxes, too. There are hanging shoe bags and other hangers with places for toys, etc. that I hang in the kids’ coat area.”

“Every student has a ‘Take Home’ file folder that they decorate and then I have laminated. One inside pocket is labeled ‘Leave at home’ and the other is ‘Return to school’. I cut open the pockets, after lamination. They put all the papers in the correct pocket. It is easy and efficient.”

“I bought the heavy cardboard boxes from Staples with 12 x 2 inch openings to use as mailboxes. I think they are called ‘Literature Sorters’. The paper we use fits easily, and each compartment holds all that is needed for take-home mailboxes. I made labels for each child and put a label with the name and number under each box. They are very neat and attractive. Mailboxes can be so messy!”

“Instead of having to clean off transparencies for the overhead I just use a dry erase marker and write directly on the overhead projector. I wipe the top clean with a tissue - and use a baby wipe if any marks are left.”

“Over the years I have discovered the importance of having all the children facing me when I want to tell them something or teach a whole class lesson. I really dislike having children with their backs to the front of the classroom - it is so much harder to get their attention. Now that I have a Grade One class, I sit them in a semi-circle facing me. I put them into separated rows when I want them to do independent work without looking at each other’s assignment.”

“I have a plastic box with a hanging file for each student. Any work that isn’t finished in class time goes into the file. When the children finish their work, they can go into their file and finish other work. They are not allowed to draw or play until the file is empty. At the end of the day they take any work still not done out of the file and take it home to complete.”

“I am going to work on my transitions in the coming year. Last year I found that the children were taking too long and were too noisy when we were cleaning up from one activity and going to another. I am going to model the behaviours I want and see if I can save those precious minutes!”

## Student Helpers

“I don’t have student helpers. I say that we have all helped to make the mess and we should all help to clean it up. At the end of the day I simply give two tables the floor to clean, one table the shelves and bookcases, another table to check students’ desks, etc. I find it is all done in 30 seconds and without any fuss.”

“I have one student helper for the day. That person does all the jobs - is line leader, hands out papers, takes messages, etc. The children are always thrilled when it is their day.”

“I have these jobs that rotate on a chart: floor superintendent, computer assistant, pencil sharpener, board cleaner, line leader, line ender, paper filers, librarian, plant and pet person, desk inspector, and chair supervisor.”



# Organization



“I take a 1” binder to all staff meetings, and I keep all notes, directives and messages to the staff in it. Often I want to check something that came out previously, and I can go to this book and find it quickly. I have a different binder for parent notes - I have a section for each child, and I put notes of all phone calls from the parents, notes from them and parent teacher conference feedback. Often the parents tell me things about the children, and I write them here and if the information affects the student’s work or behaviour, I type it into the student’s file on my computer. In the computer file I keep all the anecdotal notes - I try to do at least one set of anecdotal notes on each child each week. I find I do this quicker and easier by typing things into these computer files, rather than having them in longhand. I go to the computer after school and put in a few things from that day when the information is fresh in my mind. The computer files are wonderful with it is report card time or parent conference time - I try to have lots written in the files so these are so easy and the facts are very relevant.”

“I try to take a minute in between lessons to put things away. I used to just toss everything on my desk because I was afraid to waste time on task - but I would have to stay after school organizing my desk. As we all know we need to stay after school for plenty of other things. While I am tidying my things, I have the students do a quick tidy, too. It keeps my room from ever getting untidy, and this is good because people are often walking in to visit.”

“I have a five level stacking tray, so there is one tray for each day of the week. I put my new copies in each section/day.”

“Try this! If you use desks and they are pushed into groups, put the adjoining legs into large coffee cans! This prevents them from scooting around. If you have four desks in a square, put one leg from each desk in the can. This really helps to keep the desks together and neat.”

“My desks and tables made loud squeaky noises on the floor when they moved, so I slit old tennis ball just enough to slip over each foot. Silence is wonderful!”

“I organize my stickers in the plastic sleeves for photos to put into a binder. There are six pockets on each page and they can be seen through the front and back. I put them in by holidays, birthdays, animals, fancy ones, etc. You could also put them into baggies, punch holes in the side and put them into the binder.”

“I bought a metal box, open on top, for hanging files. I have dividers for each day of the week and then files for the different subjects. I do my photocopying a week in advance, and put the copies into the correct file folder. Then the copies are never lost and it looks neat and tidy, too.”

“For years I stored all my school ‘stuff’ in containers in my classroom. Even if the paper and books were in containers, the containers themselves were not attractive, and they were taking up far too much space. So I carted them all home and put them away there, making sure they were all labeled carefully. I have themes and holidays in separate containers, and other things in months. I take only the containers I need to school, and bring home the ones not in use. I find my classroom has so much more shelf space and looks much more organized!”

“I take a few minutes in between lessons to put things away. I used to just toss everything on my desk because I was afraid to waste time on task - but each day I would have a big mess that increase through the day. It is nice to keep things looking nice all day!”

Keep your teacher's desk almost empty of things - a marking pen and pencil, scissors and other tools in a can or caddy, a vase of flowers or a plant, your day plans - and that's all! Now you have a lovely surface to use for many things - marking, doing paperwork, discussing work with a student, etc. It also gives the students the incentive to keep their own desk tops tidy. Set a good example!



"I photocopy multiple copies of sheets with the student's names down the left side and a space beside. I keep one on a clipboard. These are very handy for making notes, checking off students as their work is completed, putting in marks, etc."

Have special places for the students to hand in finished work. Shelves with shallow tubs of different colours to hold different assignments are a neat, organized way to keep these messy papers or exercise books.

"I have a tub under my desk where all my filing goes. It isn't visible to visitors or class members, and I put papers in there until I have time to do the filing."

Buy a rolling cart. In it put everything you need during the day. It can be rolled to your groups, to the front of the class for a whole-class lesson, beside you as you mark, etc.

Eliminate distractions in your classroom, especially if you have ADHD kiddies. Put things away and don't over-decorate. Hanging decorations that wave in the breeze are not helpful! Centres can be put away into plastic containers and stacked when they are not in use so the tables and other areas are not covered at other times.

"I have a binder for substitute teachers. In it I have a class list, a seating plan (and I try to keep it updated), attendance routines, a weekly schedule, the groups if any, my behaviour plan, games and songs the students know,

"I have a section of bulletin board that is mine. I put up lists of things I have to remember, schedules, seating plans, meetings, phone numbers, etc. It is amazing how often I go to it and it saves a lot of time to have these things in plain view."

"I keep a very large monthly calendar as my writing pad on my desk. There is a good space for each day, and I jot down notes to myself, meetings, parent conferences and much more."

Do you use data-bases? These are great! You will likely have MSWorks on your computer - and some other programs have this. Have a data-base with all your children's names down Field 1, and leave several other fields empty. Then when you want to do one for a specific purpose, just 'save as' and re-name your new one. Use it for marks - pop in the marks for a test, and then go to the top to 'Sort Records', and change the database to put all the marks in order - highest to lowest. Put in the students' addresses and phone numbers, birthdays, etc.

Use data-bases to catalogue all your library books. Put in the name, the author, the level, subject, etc., of each book, and re-sort to find all the books by one author or on one subject. It is a lot of work, but worth it!

"I am one of those people who seems to need to take things home after school. I bought a small suitcase with wheels. I keep it open all day, and when I plan to take something home I toss it in the suitcase. Then I can just drag it to the car - much easier on my back!"



# Class Management

"I have tables with 4 children at each. Each position at the table has a number. Each number has a job assigned to it and the kids rotate through the jobs each week.

1- paper passer (I count out four papers and lay them in front of the 1s, who then take one and pass the rest to #2, who takes one and ...so on).

2 - The second person looks after the supplies - keeps them tidy and makes sure there is enough for the group.

3 - The third person washes the table after we eat lunch and at home-time if it is needed.

4 - The fourth person collects completed work and puts it in the correct tub."



"I have a coloured dot at each table spot, and they have a rotation of colours for table captain. The captain for the day handles all the jobs that need doing at the table. They get the caddies, hand out papers, put the caddies away making sure all the supplies are accounted for, put the chairs up after school, etc."

"I have a box of ear protectors (the type you see airport crew wearing). The children go and get a pair if they need quiet to concentrate. It's always interesting to see who goes and gets a pair. Most schools have old listening posts in the basement because nobody seems to use them any more and the old earphones that comes with them work well as well."

*Barb*

"I use the 5 Bs! If a child wants to tattle, I ask: is there blood?, barf? bee stings or bites?, broken bones, bullying? If it doesn't apply to this then I wave bye-bye. It has helped a lot this year."

"I assign my students numbers which they all put in the right hand corner of their papers. When I take up any test papers I quickly put them in order and I can see easily if I am missing a paper - it also makes it easy to record marks and file."

## Names on Papers

"We sing the 'Names' song to "If You're Happy and You Know It"."

If your name is on your paper, raise your hand

If your name is on your paper, raise your hand

If your name is printed there, put your hand up in the air

If your name is on your paper raise your hand. (*snap, snap, clap, clap,*)

Hoo-ray!

"I have the children draw a happy face, heart or a cat or some simple drawing after their name so that they enjoy the name task. I often go around with stickers in the first 2-3 weeks of school and give one to the children who have their name already printed. I tell them that I will expect it always! Then I go around with just a date stamp or picture stamp for a few days and then I have a helper who gets to go around with the date stamp. They like this job!"



The first thing we do is always the same:

We pick up our pencils and write our names!

"I use those dozens of teacher mugs I have been given to store pens and markers, jumbo clips, loose change, etc. When I was painting my home, I painted a number of coffee cans, too, and use them to store rulers and items for 'read-the-room'."

# Great Ideas!



A rolling cart with drawers is very useful! Keep all the things you will need during the day - marking pens and pencils, scissors, stickers, stamps, etc. Keep files and flashcards and photocopies you will need. There are lots of uses!

Use your chalkboards!

For beginning printers, give each student a section and have them practice the letters.

Put your morning message and announcements on the chalkboard.

Print poems on the chalkboard for the students to print.

Print the spelling words on the board.

Keep homework assignments up for all to see.

Print questions on the board for the students to answer.

If your boards are metal, use magnets to hold up charts, etc.

Keep your chalkboards clean and tidy! Clean the chalk off your boards with a Puffs Plus tissue with lanolin.

If you are a teacher who takes lots of things home each night and packs them back in the morning, buy a small suitcase on wheels. Pack it up and it wheels along behind you! Don't risk a back injury .....

Students' dry erase boards or individual chalk boards are great! You can get a building materials store to cut a sheet of the shiny bathroom wallboard into individual pieces for dry erase boards. Sand the edges.

Use them in calendar time, for making words or spelling, printing or writing practice and math drills. Everyone can be involved in the lessons! The students can hold up their boards to show you their answers or turn them over to hide the answers.

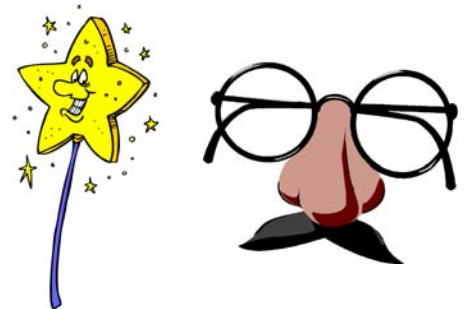
Tissues or paper towel can erase, or give each student an old sock and they keep the dry erase pens or chalk in the toe. The sock is used for erasing. Shake them out once a week or give them a wash (the students can wash their own in the classroom sink....)

Buy a large box of craft sticks at Michaels or other craft store. These can be used for math manipulatives, especially for place value as they can be piled in groups of ten. Print the students' names on them and draw from a can to do jobs, to answer questions, to help out, etc. They are great for art projects - put frames on pictures or make designs with them. Make 'Space Men' with the sticks to space printing between words. The kids love to build structures with them, stacking them like logs.

Another great craft store idea is to buy the tubs of foam cutouts. They are different colours and have different shapes, so they are very good for simple sorting by colour or shape. They can be used for counting one-to-one correspondence in Kindergarten.

Go to the Dollar Store and look for interesting things. You will find funny glasses and magic wands to 'read the room', many things that are useful for math manipulatives, plastic containers with lids, decorations and much more!

If you have problems with your desks or tables being moved about and looking sloppy, put a small round sticker on the floor where the front two legs of the table or desk should go. If you have carpet, use a tiny piece of Velcro (the hook part). Then when the tables get crooked, just say, "On your mark!" and the room looks tidy in seconds.



# Classroom Helpers

“I have a list of jobs so everyone has one. They keep the same job for a week. I have made a ‘Job Circle’ - which is actually two circles, one smaller than the other. Both have lines radiating out from the centre making enough spaces to accommodate all the students/jobs. I write the jobs on the rim of the larger circle along with a picture to help non-readers. I print the students’ names on the wedges of the smaller circle. Each Monday, we turn the inner circle one wedge clockwise. (I usually put one pushpin through both circles to keep them from turning before the next week.) Early in the year we take time for everyone to come forward and find their name/job on the wheel and discover what their job for the week is and to review what the duties of that job are. Usually by sometime in October everyone is able to check the Job Circle on their own to see their job for the week. If someone assigned to a solitary task (i.e., taking notes to the office) is absent, the person who had that job last week takes does it again as a substitute.

“Some jobs can accommodate more than one worker so they are listed the appropriate number of times – each time in a separate wedge. (For example, librarians straighten the bookshelves in the room at the end of the day. Depending upon the number of bookshelves, this job can accommodate multiple workers, so there might be anywhere from 2-6 librarians each week.) I scatter them around the circle.”

## Classroom Jobs:

Attendance Taker

Errand Runner/Messenger

Gardener - water the plants

Boards - keep the chalkboards clean

Mail - to file the papers to go home in the mailboxes

Centres - It may take several students to keep the centres tidy and organized

Floor Patrol/ Scrap Monsters- keep papers and other items off the floor

Librarian(s) - keep the shelves tidy

Math Helper - Keep the math shelves tidy

Zoo-Keepers - if you have pets

Pencil Sharpener

Desk Inspectors - check for untidy desks

Inspectors - Check for tidiness in the classroom

Chair Stacker

Homework Monitor

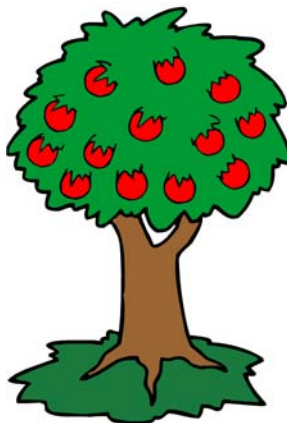
## A “Helping Tree”

There are often things you need in the classroom that you buy out of your own pocket. Most parents wouldn’t mind donating small items – they just have to know what you want and need. Make an apple tree bulletin board. On each apple write one thing that a parent could donate.

Ask for:

- small and large size zip lock bags (with the ‘zipper’)
- paper plates
- cotton balls
- baby wipes
- art supplies
- flash card sets
- film
- tissues
- plastic containers, etc., etc.

You can even ask for older computers or books or games.



**If you pick an apple from our tree,  
How very happy we will be!  
If you want to do some more,  
You could pick two, or three, or four!  
The items on the list are small,  
But they would really help us all.  
If we each will do a part,  
We'll have lots of learning, fun, and art!**

*Please put your name on the list beside the number of the apple you chose.*

**Thank you! Thank you! Thank you!**

# The Structured Classroom

## The Physical Environment

Things to Ponder ....

The way your classroom is arranged says a lot about your expectations for learning and behaviour. The classroom arrangements and structure will affect both the learning outcomes and the behaviour of both the students and yourself!

Some teachers have very structured environments that support very structured instruction. Other teachers have freer environments that promote more social interaction between students, but the classroom structure is just as important in this environment, too.

The physical arrangement of the classroom can improve learning and help to prevent behaviour problems. This is especially important if you have students with learning or behavioural problems such as ADHD, FAS or autism. Many other students do not have much structure in their home life, and structure and routine give them a feeling of security and reassurance that increases their ability to learn. A poor arrangement in the classroom will increase behaviour and learning problems for these students and many others.

This environment refers to the seating plan, the movement of students, the position of the teacher, the placement of materials and the neatness and order of the classroom. A well structured classroom will have the following:

- Desks or tables should be set so that every student can see the teacher, and the teacher can see every student and what he/she is doing. Setting desks in separated rows will increase independent written work and improve listening, and seating at tables or desks pushed together in groups increase social interaction. Whatever the pattern, these should be set in neat order. Marks of tape on the floor can show the students the correct desk position and prevent untidy desk patterns. Students in the early primary grades really like to have a desk of their own, and when changing seat places may prefer to keep this familiar desk and personal space and move it, too.
- The teacher should be closer to 'high maintenance' students when he/she is teaching a lesson. This is to monitor behaviour, work and for positive reinforcement, too. Students who are easily distracted should be seated away from pencil sharpeners, doors and high traffic areas.
- Classrooms should be set up with different areas that are used for different purposes; the calendar teaching area, an area or table used for teaching reading groups, a library area, etc. The movement to these areas should be practiced and the behaviour in each area must be thoroughly understood. There may be a quiet area for students to work. There will be different areas with different rules for interaction.
- Classrooms should be well organized and neat and orderly. Clutter is a distraction for many students and may prevent them from learning to their potential. Things that are not being used should be neatly boxed and out of sight, if possible. Some students will be very sensitive to visual as well as auditory stimulation. Classroom decorations should be attractive and not over-done. Having stimulation in every possible space is distracting to many students. In fact, it has been proven that students with FAS and ADHD learn much easier in an environment with little or no stimulation. This isn't possible, of course, in a regular classroom but it is important to keep this in mind.
- The teacher's desk should be always tidy. This sets a good example! Have only what is needed for the day - the plan book, pens and pencils in a container, note pad and perhaps a plant or flowers. Now the desk can be used to mark or plan, and when the students are cleaning their own desks they can look at yours as a model.



# Classroom Management

“I bought a three-drawer cabinet on wheels. I take this with me when I teach groups, am marking or planning. The top drawer has pens, pencils, markers, erasers, scissors, paper clips, stamps and stickers, etc. The second drawer has flash cards, sentence strips and other things I use for my groups. The bottom drawer has paper and worksheets that I will need that day. Everything I need is always close by!

I also bought one of those drawer organizers for tools. This is great to hold all the little things I need.”

“I have two small rectangular plastic boxes to hold the sharpened pencils and the dull ones. I put a smiley face on one and a grumpy face on the other!”

“I have a shelf in a handy cupboard with containers filled with all those little things we need so often. I use those teacher coffee mugs that I get for Christmas, and other handy sized containers to hold pens, pencils (coffee cans), coloured pencils, markers, elastic bands, sticky notes, band-aids, paper clips. In this cupboard also go my ruler, scissors, hole punch, staplers.

Everything is in one place and I can take out a container to use.”

“I put all my stickers in a photo album with the clear plastic pages with 6 pockets. One page might be Halloween stickers, another for animal stickers, another with sayings, etc. They are always easy to find and keep tidy.”

“My computer is on one side of my desk. I keep it ready to pop remarks into the students’ files and to open a series of data-bases to enter quiz results. I try to write a remark about each student several times a week. I find if I sit down right after school things are fresh in my mind and I try to do about 8 kids each day. I also use the computer and printer to quickly type up students’ stories, too.”

“I bought a 5 tier stacking shelf. The shelves are for each day of the week. I put all the photocopies for the week on the right shelf as I plan ahead. It is great to have all the copying done for the week and it is good for subs, too.”

“My desk is near a chalkboard. I needed a place to pin up things I need to have handy - schedules, meetings, calendar, memos, etc. I bought a large framed tackboard, covered it with fabric and tacked my things up there. A friend bought a metal pan (could it be a car’s oil pan?) and put her own things up with small ladybug magnets - cute!”

“I bought one of the small inexpensive hanging file holders. I have a file for each student that is numbered with the alphabetical student numbers. They put their numbers at the top right corner of all work, and then file the papers in their files after they have been marked and corrected. If the papers are collected, a student can file them, too - the numbers make it easy. Finished work goes in the files and then the students clean out the files and take home all this finished marked work.”

“I keep files in my desk drawer for all the school memos, the minutes of staff meetings, the school handbook, the school calendar, etc. Important things I put on my computer in my ‘memos’ list.”

“I have a special plastic tub where we keep scraps of coloured paper. I have the students decide if the leftover piece is bigger than both hands together. They cut off any stingy bits and put it in the tub. Tiny pieces aren’t kept. The students can use these to make their own projects on in-days.”

“I made book bins. I went to the dollar tree and purchased about 20 tubs, like the dishwashing tubs we use when camping. On my computer I made labels with the reading level and taped them onto the end of the bin with the clear packing tape. Other tubs have printed labels with the name of a theme or author - for example, Dr. Seuss, Space, Animals, etc.- and a picture. Each label has a coloured dot, and a matching dot is on the book so the books go back into the right tub. I have found that this works well. The kids can go through the tubs and make sure all the books are in the right place, too.”





# Class Management

“My overhead projector is on a moveable cart. I can wheel it to different places in the classroom. Luckily, I have lots of electrical outlets! The lower shelves of the cart are used for a tray of erasable pens, felt pieces for erasing and my transparencies.”

“I laminate blank tags for cubbies and desktops. Then I use felt pen to write on top of the lamination. These can be wiped clean and used again and again.”

“If you write over top of permanent marker with a dry erase marker and then erase, both the dry erase and the permanent marks come off. You sometimes need to do it twice, but it works.”

“To do name tags on desks, I put a piece of packing tape on the desk, write on it and put another piece of tape on top. To change name tags I just lift the tape and do it again.”

“For our December open house I put up a bulletin board tree. On it are ornaments with suggestions of things the parents can donate to the classroom. Most parents want to help but don't know what we need. There are things to buy, such as books, games, skipping ropes, etc., and things that do not cost money - such as wrapping paper rolls, margarine containers, bits of ribbon and fabric. There are also ornaments with jobs that the parents can do - volunteer to listen to children read, bake for class parties, etc.”

“I always send home thank you notes to parents who donate to my classroom - I bought a cute ‘thank-you’ pad and I try to add something personal. Classroom volunteers are given a thank-you note that all the children sign. It is good for the class to see the thank you notes.”

“I bought a class set of baskets that fit into the desk spaces. All the supplies go into the basket. It is easily slid out, it is easy to find what the person is looking for, and easy to slide back in. We tidy them quickly every day before the students go home. Moreover, the baskets are quiet when they are moved!”

“I bought a lot of clear plastic containers and put math manipulatives in them. They stack easily and neatly, and they don't have to be labeled as you can see what is in them.”

## Passing Out Papers

“I have a specific lesson in the art of passing out papers! My Grade Twos sit in rows, but I would do a similar lesson for tables. I hand enough papers for the students in the row to the front person. He/She takes one and hands the pile back, and the next person does the same. Handing in papers is the opposite. The back person hands his paper to the person in front of him, that person adds his paper and hands the two forward, etc., until all the papers reach the front. The front person puts the pile where it should go.

This sounds easy and obvious - but for some reason it never goes as smoothly as it should until I teach the specific lesson!”

“I designate two students to hand out papers for the week as part of the ‘helpers’ board. At the beginning of the year I model getting the papers, handing them out and collecting them and putting in the proper place.”

“I train my helpers to hand out papers in a specific order and direction. They walk through the same path each time - this way no-one is missed or gets two papers by accident.”

“I have a plastic tray that the students use to hand out the papers. The papers are put in the tray and as the ‘passer’ comes to each person, he/she takes one paper from the tray. I find this words very well. We do the opposite with collecting papers - the children put the papers into the tray as the passer goes by.”



# Classroom Management Ideas

Have each child bring a shoebox. Cut out one end of the box and tape on the lid. The names go on the lid over the opening. This makes a 'mailbox'. These can be covered with paper and decorated, if you wish. They can go on a shelf in the coatroom area and papers and take-home things can be added through the day.

"I have a box decorated with birthday paper and ribbon. On a child's birthday, the box is presented as we sing to him/her. Inside is a fancy birthday pencil, some stickers and a birthday book. I got lots of these books at a reduced price and the kids love to get their book, signed inside by the teacher! There is also a birthday medallion that they wear for the day."

"I outline a specific space on the floor by putting down a hula hoop. This can be used for centres, a game, a place to read, etc. The children know that all items must be kept in the circle."

Make a science corner! Put some of these: a terrarium, plants, pictures of animals, small animals, magnets, fish, magnifying glasses, leaves, a wasp's nest or bird's nest, fossils, seashells, etc. Add books that are interesting or have pictures showing some of the objects displayed.

Have a complaint box.... In Grade 2 and 3 have a box with this title and a mail slit - and if they have a tattle, a complaint or something that is bothering them, they can put a note in this box. Check it every day!

"I have a special shelf of neat books that the students can only read if their work is all done."

If you are short of bookcases in your classroom and the district has none to give you, go to yard sales or second hand stores. A coat of paint will do wonders for an old grubby wooden bookcase! You can also ask your local high school carpentry class to make some for you. You will likely have to pay for the materials and paint, but this still will be reasonable.

"On the first week I train my children to pass out and collect papers. I have my students in rows, so the first student in the row gets handed enough papers for the row. He takes one and passes the pile back, as do the others in the row. The opposite is done handing them in - the back person hands his forward, the next hands his own and the first one ahead until all are at the front.

When I had students sitting in groups, one student got the papers, handed them out and collected them after the lesson. Teaching these simple tasks saved lots of time!"

When children have problems, they use their 'helping hands' to solve the problem themselves. Helping hands have 5 fingers and 5 strategies.

1st strategy - Tell how you feel

2nd strategy - Walk away

3rd strategy - Ignore

4th strategy - Ask a friend for help

5th strategy - Tell the teacher. This is the last resort! Do not tell the teacher until you have tried to work it out using your 'Helping hands'.



"We practice lining up quietly. We say: "Quiet, quiet, quiet as a mouse - so no one will know that we're in their house." We begin loud and then get soft. I also play 'If you talk, I win' game with the kids. The deal is to walk to our destination without making a sound. If I talk, the kids win and vice versa. You'd be surprised how hard it is for me to keep quiet when other teachers want to talk as we pass by. Some teachers try to get me to talk much to the delight of the kids. We play this quite a bit at the beginning of the year (but not every time we're out in the hall.)"

# More Classroom Management

“I get all my children to clean up the floor a number of times every day. I call them ‘Floor Monsters’! These monsters HATE having anything on their floor that doesn’t belong, so they clean up really well. It is amazing how quickly my floor monsters can tidy the classroom floor!”



“Each teacher in our school has a holder beside the door with a bell-shaped tag note in it with the teachers’ name on it. We keep it close to the door where children can reach it. When we need an adult for whatever emergency situation, a student knows to carry it to the office after we hand it to them - and no talking is involved. We are to use it for emergency situations or any situation that could easily get out of control. The whole school practices this and we model it and practice it for the first two weeks of school.”

Use clear contact paper to tape down your name tags and desk information. It holds better than packing tape and is easier to remove.

If your children have Elmer glue bottles, take off the spouts and wipe with a bit of Vaseline - this will prevent the glue from clogging lids.

Fingernail polish remover gets permanent marker off whiteboards and desks.

“I take digital pictures of my children on the first day. I take a head-to-toe shot, a waist-to-head shot and a head shot. I use these in a number of ways - graphing, bulletin boards, making books, etc. It is so handy to have the pictures all ready to go!”

## Shower Curtains

How many ways can you find to use dollar store shower curtains?

- Divide the shower curtain into as many squares as you have children (plus a few extra) using the colored masking tape. Each month have children illustrate on a white piece of construction paper cut to fit the square a picture representing something relating to your theme. With these squares you can do a holiday quilt or a monthly quilt, attaching bright pictures to each square. If the shower curtain is attached to a bulletin board just pin the student made ‘quilt squares’ to the board.

- Create a hopscotch board on the shower curtain. They take a card from a pile of cards with CVC words and place it on the square (instead of tossing an object) and then they have to read or blend the word in order to advance and put the next card in the next square.

- Make a large number line and practice adding by counting on (hopping on to the next numbers) or subtracting by counting down.

- With a wide felt pen, create a large Venn Diagram and give students objects to sort.

- Time - create a large clock, students then use their arms and legs to show the time.

- Patterning - draw patterns and have students extend. Use objects or erasable felts.

- “I drew a huge computer keyboard on a shower curtain with a wide permanent marker, and we used it to spell words and practice our keyboarding! One child says a word and the other child steps out the letters and then jumps on ‘enter’ to end the word. It is good exercise and they practice their spelling. It’s one of the kids’ favourite centres! They learn the keyboard as they do it...”



- “I put up curtain rods and hung shower curtains to hide my boxes full of teaching things. The children cut out shapes of falling leaves in the autumn to tape onto it.”

- “I put up two drapery rods and bought clear shower curtains over my white board. I used Velcro to put the words up. When I wasn’t using the word wall and needed the white board, I pushed the curtain aside.”

- Print reading vocabulary words in circles randomly on the shower curtain. The children must jump from one corner to the opposite, only standing on circles - but they have to read the word before they can land on that circle.

# Classroom Management Ideas

“My idea is an old one. I know a lot of teachers will ‘number’ their students (usually alphabetically). Years ago, I took a set of numbers from an old calendar bulletin board set, and put the numbers at the coat hooks. I covered the numbers with book/packing tape, and there they remain . . . years later. No putting names up each year at the coat hooks. And easy to follow by the children.” *Debra*

“At the beginning of the year we learn this song: *(To the tune of: If You're Happy and you Know It)*  
The first thing on your paper is your name! *(2 times)*  
The first thing on your paper  
The first thing on your paper  
The first thing on your paper is your name!

Some times we will sing the word 'first' very loud, other times 'name' is loud. Often we will clap on the word 'first'. Kids love it. Some even learn to do it!!”

For the first week of school, make two sets of name tags – one for the child's table space or desk, and one for the child to wear around the neck to special classes. This is not only helps you learn the names, but it helps other teachers, too. And keep these neck tags - they are great to pull out when a substitute teacher is there. These could be hung on a hook - handy for these other uses.

“I don't assign jobs to certain children and rotate them. I think it takes too long for some children to do certain jobs. Before each break and the end of the day I assign tables or rows to do certain things - clean up the floor, straighten desks, tidy the books, etc. So there are at least four children doing a job and it gets done in seconds rather than minutes. I often count to 10 and see if they can have the job done by then. We all make the mess and we all need to clean it up!”

One of the messiest places in the classroom is where coats and boots are kept - this is especially bad in the Canadian winter with all the outside clothing needed. Teach your children to hang the clothes carefully and put the boots or outside shoes just so. Model what you want every day for the first week and at least once a week after that.

“Every day the last thing we do before going home is talk about what we did that day - what we learned, what we read, what we sang, etc. Then the children can go home and answer the question, “What did you do in school today?”

Having set routines is very comforting to insecure children, and ones who have behavioural disorders - the more formally set routines, the better. Some children cannot handle change easily, and become nervous or excited and act out when things don't go according to plan. If there must be a change in the daily schedule, talk about it so the students are ready for it.

Model what you expect for every activity, whether it is reading or walking in the hall. This takes a lot of time in the first weeks of school, but pays off handsomely later.

Teach your students the expectations in assemblies and concerts and other activities where all the students gather.

Children love to use a little broom and dustpan, and the inexpensive carpet sweepers, too. It will be a treat to clean-up!

Certificates for good work or good behaviour are always favourites! Parents love them, too.

# Class Management

Organization before school begins:

1. Have lesson plans done for a week. Overplan! It is much better to have too many activities planned than not enough. Plan a variety of activities by putting a game, singing or movement between work or listening activities.
2. Make 'Day of the Week' folders - Label tag folders in different colours with the day of the week. Laminate them. Place lesson plans and materials for each day in these folders.
3. Prepare a substitute folder - Include: procedures and detailed daily schedule, class list, seating plan, emergency directions, math practice sheets, journal topics, a book for guided reading with lots of activities, etc. Add to this through the year.
4. Posters with the class/school rules, the daily schedule, etc., and the room decorated pleasantly.
5. Make files for important school forms, staff meeting notes, principal hand-outs, etc.
6. Organize files in your filing cabinet so you can find things easily.
7. Have procedures for supplies prepared.

## Ideas from teachers .....

### **Inexpensive chart holders:**

"I bought some of those white plastic hooks that hang up on the wall with sticky tape backs. I have also used the kind of spring loaded hooks you can use to hang Christmas wreaths on metal doors and used them on my metal chalkboards. They hold up pocket charts perfectly. I use one for my 'Making Words' lessons."

"I hot-glued clothes pins to the wall and hung poems and charts. They won't hold anything heavy, but they are fine for a single chart."

"Skirt hangers with a number of clothes pins hold many charts in my cupboard."

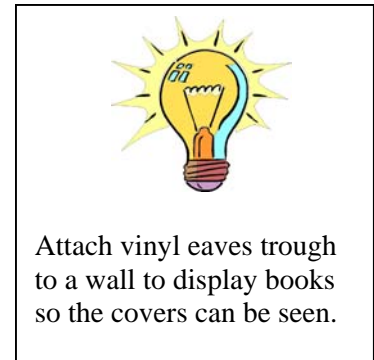
### **Using glue:**



"This may be dated and the children won't understand where it came from, but we say 'A little dab'll do ya'."

"Carefully pry off the little orange cap on the top of each new bottle of liquid glue. Take a Q-tip and coat the inside of the orange cap and the tip of the bottle where the glue comes out with a thin coat of Vaseline. (Or.... spray it with Pam....) Then snap the cap back on. This prevents the glue from sticking to the bottle and the cap."

"I spend time in the first week teaching the students how to use the glue bottles and how to use the glue sticks, too. I am tired of the problems when they don't learn to use them properly!"



# Classroom Management



“My class sits in teams and throughout the week they earn team points for various things (the team that is quiet first, desks cleared first, etc.). One of the things I use every day is the mystery item. This is how I get my room cleaned up - pronto! I quickly write on a scrap of paper 5 - 6 things that are not where they belong. This could be a scrap of paper, a pencil on the floor, a chair at the art table, someone's coat, my scissors, etc. When I say ‘go’ the students SILENTLY take care of anything they see that is out of place. I write the name of the person who takes care of each item on my list. When the room is spic-and-span I announce the names of those students on my list. They earn points for their team if they are on the list. They absolutely adore this activity! It takes just minutes to do and I use it a couple of times a day.”

“I have certain jobs that I do each day of the week to try to keep my classroom organized and my work up to date. On Monday I run off the copies for the week and organize my own desk, on Tuesday I file things and clean the shelves, on Wednesday I make sure all my marking is up to date and filed and I do bulletin boards, Thursday I write the weekly newsletter for the parents and on Friday I plan for the following week and update my sub file. Every day I do anecdotal notes on 4 or 5 students and enter the notes on my computer so I can get through every student each week. Sometimes it is difficult to keep up with all these things, but when I can it really makes life a lot easier!”

Mary

“We sing ..... Write your name on your paper, write your name,  
Write your name on your paper, write your name,  
Ms. \_\_\_\_\_ wants to know who did this work and so....  
Write your name on your paper, write your name!”

If your students have numbers, sing the same song with “Write your number on your paper ..... etc.”

“At the beginning of the year in Grade One we just write our names on papers (we sing ‘The first thing on my paper is my name.....’ to *If You’re Happy and You Know It*). The next thing we add is our number. So the song then goes, ‘The first thing on my paper is my name, the next thing on my paper is my number, First is my name and then I write my number, The first thing on my paper is my name....and my number.’ Later, when we add the date we will sing, ‘Put your name on your paper, write it down (x2), put your name on your paper, put your number on your paper, put the date on your paper, write it down.’

“I call it ‘Quiet Cleaning’. When I say ‘Quiet cleaning has now begun....’ the kids start their jobs. Everyone has a job on the job chart that they must do without talking. The inspector walks around and looks to see if anything needs to be done, he/she is the only one who can talk and nicely tell people what they missed or what has to be done. They love that power!”

“I never let my kids use the pencil sharpener. I have two cans - one with newly sharpened pencils and one where dull pencils are put. The students take a sharp one and place their dull one in the other can and I sharpen all the pencils after school. Pencils are community property. I find they last a lot longer this way!”



“Only one boy and one girl may be in the restroom at a time. They write their name on the board when they go and erase it upon return. That way I know who is missing in case of emergency and there is no one from our room to play with when they are in the bathroom. When I taught Kindergarten, I had a ‘bathroom bear’ that the student put on his/her chair when going to the bathroom. As there was only one bear, only one child would be away from the classroom.”

“I use the tune of *Are You Sleeping*.”

Morning meeting, morning meeting,  
Come sit down, come sit down.  
Empty hands and big smiles  
Let us make a circle,  
Join us now, join us now.

“Magic 10 count – On the board I have a small chart that has my name and the class on it. Whenever I want my students to move quickly to a new activity or back to their desks I just have to say magic 10. If they can get to the next thing I’ve asked them to do without running before I get to 10 (or sometimes I count backwards) they get a point on their side of the chart. If they do not make it then I get the point. On Friday afternoon we count up the points and if they have more points than I do they get to vote and choose an activity for the end of the day. (extra recess, centers, video, colouring pages, etc..) If I have more points then I get to choose.” *Cathy*



Have a can of large craft sticks with the names of each student. You can draw names by pulling a stick when there is a special job to be done. When all the sticks have been pulled, put them all back and start again. This gives every student a fair chance!

“I use the ‘secret walker’ plan when we move to another part of the school. I tell the line that I am looking for good behaviour from my secret walker. Only I know who it is and that person gets lots of positive reinforcement and a sticker if he/she did a good job. If not, I just say that I am sad that the person I had in mind didn't earn the sticker and I don't reveal their name.”

“I use response chants to get their attention – For example I say AB-C-D-E, my students reply AB-C-D -E and then they are silent waiting for my next words.”

“I use the ‘lining up and walking’ poem:

We are so quiet,  
Quiet as a mouse.  
No one will know  
That we're in their house.

We begin in normal voices and then get quieter and quieter to a very soft whisper.”



I'm giving myself a great big hug  
I'm standing straight and tall  
I'm looking right in front of me  
And I won't talk at all!

My hands are hanging by my sides  
I'm standing straight and tall,  
My eyes are looking straight ahead--  
I'm ready for the hall.

I'm giving myself a great big hug  
I'm standing straight and tall  
I'm looking straight ahead of me,  
I'm ready for the hall.

## Focus Walls

Many teachers have focus walls. This is a bulletin board that is frequently changed and shows things that the teachers wants to bring to the students’ attention. Here are some things that can be on the focus wall:

- Spelling words for the week
- The phonics pattern the class is studying
- The ‘book of the week’ - with title, author, key vocabulary, etc.
- Reading strategies
- Word patterns
- Theme outlines
- Math concepts
- Science concepts

To see some focus walls, go to:

[http://www.smbd.org/district\\_programs/reading\\_/teacher\\_idea\\_sharing/focus\\_wall/index.html](http://www.smbd.org/district_programs/reading_/teacher_idea_sharing/focus_wall/index.html)

# Class Management

## "In" Days

"I find that limiting the options for the students when in the classroom on in-days helps to keep order. I often have a large jigsaw puzzle on a table, and I bring out the math games. They can play Chutes and Ladders, card games and simple board games. I teach the directions first, so there are no arguments about rules. Then they can read on comfy cushions. I also put out puzzle sheets and I encourage the children to bring an empty scrap book or other book to draw in. For the first few in-days, I either stay in the classroom or pop in frequently to make sure all is going well.

After the bell goes and it is school time again, we have a drink of water and do exercises for a few minutes."

"I have a list on my computer of all my favourite read-alouds. I add to it whenever I find another great book. Each year I bold and underline the entire list, and then put each book into regular print as I read it to my children. This way I am able to look at my list, choose a book that has not been read, and go to the library and grab it quickly. I find that this saves me lots of time of hunting through books to find one that might be suitable."

## Silent Reading

Tired of calling reading time SSR (sustained silent reading) or, as my school called it U.S.S.R (even worse - uninterrupted sustained silent reading)? Here are a few more acronyms that are more interesting:

BEAR - Be Excited About Reading

DEAR - Drop Everything and Read

WEB - Wonderfully Exciting Books

OTTER - Our Time To Enjoy Reading

GRAB - Go Read a Book

RABBIT - Read a Book Because it's Terrific

RIOT - Reading is our thing

ZYLAR - Zip Your Lips And Read



## And more....

"I keep free standing wind chimes on my desk. They are the signal to stop what you are doing and listen. And the students do stop and listen because of the lovely sound."

"My washroom signal is a W - three fingers up to form that letter. I either nod or hold up my hand, fingers up and palm toward the child, meaning 'wait a minute'. When they do go out, they take the bathroom bear (a small stuffed toy) and put it on their desk. That way I can immediately see who is out, and only one child can go at a time."

"We use hand-sanitizer, but the kind that has a hand lotion base. Some sanitizers will sting if there is an open cut, and the lotion helps to prevent this and the children like it much better. Of course, dirty hands must be washed."

"I made banners each with a polite word or phrase - please, thank you, I'm sorry, you're welcome, and excuse me. I put one banner up each day and each time a classmate hears someone use the word of the day, they get to put a marble in the treat jar. This helps the students to think of the polite words to use."

Make a chart on the wall that shows how you want printed exercises set up.... margin, leaving spaces, headings, etc.