

# Transitioning to Other Classrooms

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**Grade:** Special Education Kindergarten, 2<sup>nd</sup> Grade, & 5<sup>th</sup> Grade

**Problem:** I am an ICT/SETSS teacher for kindergarten, 2<sup>nd</sup> grade and 5<sup>th</sup> grade. One issue that I have been having with my second grade students is that they forget to bring some of their materials when leaving the class. It is disruptive to continuously send students back to their class to get their materials because many of them remember once the lesson has already begun.

**Procedure/Objective:** Students will be able to follow procedures that include bringing necessary materials to another classroom during pull-out periods.

## LESSON PLAN

### Introduction/Modeling:

- Teacher will “hook” the students by role-playing.
- One student will be assigned the role as a teacher. I will pretend to be a student who comes to the next classroom with a notebook only (forgetting pencil, math book, and reteach/enrich sheets). I will ask to go back to my classroom to get my math book. When I return I realize that I forgot my pencil. The process will repeat until I am ready to work with all necessary materials. As student is going back and forth the other students will try to complete their work.
- Roles will be switched back and the teacher will ask questions to the group.
- **Q&A:** This will allow students to make observations about what is happening and suggestions to fixing the problem.
  - What did you notice about the skit that we just acted out?
  - Was it distracting when I left and returned to the group multiple times?
  - What are some suggestions that you have for fixing this problem?

### Procedure:

- After the problem is introduced (during introduction), teacher will demonstrate what students need to do each time they leave the classroom – Take out Go Math book, take out math journal, take out pencil, take out reteach/enrich sheets & make a pile to carry with them to the next classroom.
- Teacher will introduce a checklist that each student will have taped to the corner of his or her desk. (Checklist will be laminated and students will

physically check each box using a dry-erase marker each time they leave the class.) Teacher will model collecting the materials and checking off the checklist each time she takes out another item. (see attached)

- A larger version of the checklist will be at the door so that students can visually check again when they are ready to leave the classroom. (see attached)

### **Practice:**

- Each student will individually practice this routine. As the student practices the procedure, the other students will watch to further understand what they need to do also.
- After each student has practiced at least one time, teacher will check for understanding by asking students if they have any questions and modeling the procedure one last time.
- Students will practice routine daily for 2 weeks. When the teacher comes to pick up the students, she will remind them of the routine and tell them to use the checklist and visual aid to help them in the process.

### **Assessment/Checking for Understanding:**

- During the 2 week “trial period” students will be informally assessed – teacher will use observation as a tool to assess whether or not students are following the routines and understand what is expected of them. While observing, the teacher will correct any mistakes that she notices and explain what the student is doing wrong to him or her.

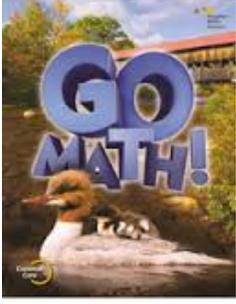
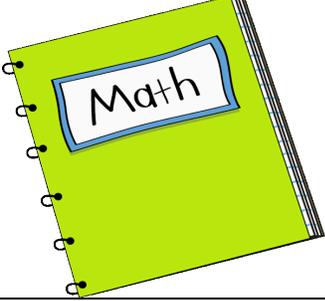
### **Consequences:**

- Students will receive consequences based on a strike system. The system will be explained to the students when the routine was originally explained.
  - 1 strike – This is the first time student has forgotten an item. Student will be allowed to go get the book he or she is missing. He or she will lose 1 point from the reward system in the classroom.
  - 2 strikes – This is the second time the student has forgotten an item. He or she will not be allowed to get the missing item. He or she will lose 2 points from the system.
  - 3 strikes – This is the third time that the student has forgotten an item. He or she will lose 3 points and will not be allowed to go back and get the item. He or she will have to complete the work from the missing book for homework.

### **Visual Images: (next page)**

Before leaving the classroom, be sure you have...

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Go Math! Book																																												
Math Notebook																																												
Reteach/Enrich Sheet	 <p>Use a Calendar</p> <p>A calendar shows days, weeks, and months. This calendar shows one month.</p> <table border="1"><thead><tr><th>Sunday</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th><th>Saturday</th></tr></thead><tbody><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr></tbody></table> <p>Use the calendar to answer the questions.</p> <p>A row on the calendar shows one week.</p> <p>1. How many days are in one week? _____</p> <p>2. What day of the week is June 23? _____</p> <p>3. What is the date of the fourth Monday? _____</p> <p>4. How many Thursdays are there? _____</p> <p>5. What day of the week is June 10? _____</p> <p>6. On what day of the week did the last month end? _____</p>	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
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