

Brian's Lesson Plan - Starting the Day (third grade)

Topic (overview of activity)	Starting the Day	
Rationale (importance of activity TO THE STUDENTS)	Over the weekend I realized I’ve never actually taught this class the best way to enter the classroom each day. It’s important for us to get off to a good start each day so we can learn as much as possible in the short amount of time we have together. It’s also important for you to know where your backpack is and where your lunch is so you can get ready for lunch on time. Today I am going to show you the routine for entering the classroom, and we are going to use this routine from now on.	
Direct Instruction (demonstrate the following)		
Component or Step	What Could Go Wrong	How to Fix it
Use three-foot voice.	Yelling	Teach 3-foot voices. Remind class before letting them in. Re-teach and practice at recess if voices get too loud
Don’t touch anyone else.	Pushing/shoving/arguing	Teach hands to self expectations; practice how to take turns and wait for others
Walk at all times.	Running	Explicitly teach walking expectation; practice at recess if students persist in running
As soon as you get in the door, take your homework folder and lunch out of backpack and hang up backpack.	Backpacks thrown on the floor; Playing with toys or eating food from lunch	Install more hooks; Teach that only lunches and homework folder come out of backpack; toys and food confiscated & returned later
Immediately put your homework folder in the homework tray	Homework not turned in/lost	Extra game time for students who turn in all their work; finish/get help during game time if not completed
Immediately put your lunch in lunch basket.	Lunches still in backpacks	Dismiss to lunch by drawing lunches out of basket
Select a pencil from the pencil can in fewer than 5 seconds	Using pencil sharpener	Ensure pencil can is full; re-teach procedure at recess if needed
Pick up the warm-up assignment and take it straight to your desk.	Wandering; going to desk without assignment	Extra practice at recess if needed; verbally recognize those who remember.
Work on your assignment without talking.	Not getting to work	Recognize immediate starters with token/verbal praise
When you finish your assignment, read silently at your desk until the teacher rings the chimes.	3-5 students at a time ask the teacher questions	Do not respond to questions unless students are sitting down and raising their hands.
When the teacher rings the chimes, look at the teacher without talking.	Continuing to read; talking	Whole class reward if done correctly.
Guided Practice Activity:	Two students at a time practice entry procedure during silent reading.	
Independent Practice & Evaluation:	Evaluate students as they practice the next day of school. Re-teach and re-direct as necessary.	