

Title of Session: K-3+ Resources - Classroom Management

Moderator: Susan Roseman

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SusanR: If any of you are just looking for everyday ideas and resources I suggest subscribing to the classroom flyer

EmilyVL: How do we do that?

SusanR: Here is the portal

http://www.riverdeep.net/portal/page?_pageid=338,1&_dad=portal&_schema=PORTAL

SusanR: there is an area to subscribe

SusanR: these are daily posts

SusanR: . o O (or you can just visit the site on a daily basis)

SusanR: for those who just arrived I find this a valuable resource...The Classroom Flyer...delivered to your email 5 days a week

SusanR:

http://www.riverdeep.net/portal/page?_pageid=338,1&_dad=portal&_schema=PORTAL

SusanR: Welcome Andrea

AndreaR: Thank you

DavidWe joined the room.

DavidWe waves

BJB2: Ready to start, Sue?

SusanR: Should we go ahead with intros, BJB

SusanR: yes, indeed

BJB2: Welcome to today's K-3 Resources discussion

BJB2: the topic is classroom management and Susan Roseman is the discussion leader.

BJB2: we usually start all the Tapped In discussions with brief introductions

SusanR: If you could give us your location and what brings you to Tapped In

DavidWe: I'm David Weksler. I'm a HelpDesk volunteer and I lead a discussion about math education and technology in Tapped In. I'm n New Jersey, near New York City

BJB2: to let Sue know who is here and what your interests are

SusanR: or what you hope to get out of this evening's session

DavidWe . o O (or ANYTHING)

DavidWe smiles

SusanR: so we can tailor the discussion to your needs

EmilyVL: I am in Spring, Tx. I am a student teacher at Timbers El. I am interested in anything that she could throw my way about classroom management or methods.

MistyW: I am Misty Witherwax and I am a middle school teacher hoping to get some ideas I can adapt to my classroom. I am in Lake Charles, Louisiana.

RachelJa: I'm from KY. I am taking a class for my Instructional Technology degree. We have to use ti and I though this session would be helpful.

RachelleM: I am Rachelle Monceaux. I am a resource teacher for grades 2-6 at Grand Lake School. I live in Lake Charles, LA.

SusanR: I am Sue Roseman, from Ontario, Canada...a K to 8 Occasional Teacher, Tech Coach and grade 1/2 teacher and moderator of this session

AndreaR: I am from Katy, Texas. Tappedin is new to our district. I though I would see what it offered. I teach PreK and can always use good classroom tips.

SusanR: a varied audience\

SusanR: so tonight's session is Classroom Management and Organization

EmilyVL: great!

SusanR: I have some GREAT supportive resources to share

EmilyVL: o.k

SusanR: web resources

SusanR: We are well into September and most of our routines and expectations are established.

SusanR: we hope

SusanR: Let's discuss the routines and challenges of getting through the first few weeks of school.

SusanR: Share your successes and challenges in implementing classroom routines and procedures.

EmilyVL: o.k

SusanR: Let's collaborate and share what works for us in the classroom.

SusanR: So put your feet up and relax and come away from this session with some K to 3+ Great Web Resources related to classroom management and organization.

RachelJa: I don't have a classroom yet. I'm looking for one.

EmilyVL: Since I am a student teacher, my SBTE does all of those things for me! thank goodness!

SusanR: stash away these resources until such time< Rachel

RachelJa: I will

SusanR: anyone wish to share any of the challenges of the first few weeks?

BJB2 . o O (I miss my afternoon nap!)

SusanR: LOL

SusanR: Here is a definition from Wikipedia

MistyW: Just getting organized and getting my kids to know what kind of routine I expect them to follow in my classroom

RachelleM: Organization of all the papers that the office sends to your room the morning of the first day to go home.

SusanR: Classroom management is a term used by many teachers to describe the process of ensuring lessons run smoothly without disruptive behaviour by students. It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems in this area causes many people to leave teaching altogether. It is closely linked to issues

of motivation, discipline and respect. A large part of classroom management involves establishing rules and procedures at the beginning of the school year.

AndreaR: In PreK everything about the first week of school is as challenging as it is exciting. I know the students need a lot of reassurance, structure and routine.

BJB2: . o O (they probably miss their naps too ;-)

SusanR: See if anything grabs your attention from this site

SusanR: http://www.ilovethatteachingidea.com/ideas/subj_classroom_management.htm

SusanR: in regards to routines

SusanR: take a look at these ideas and see what works for you

RachelleM: I teach resource students, therefore each one works on different skills. I have each individual student in a binder color coded to their grade (that helps me). I explain to them how the binder works. If they complete all of their work for the week, they are rewarded with a prize from my treasure chest.

JeffC joined the room.

EmilyVL: sounds good!

SusanR: Can I add these to your treasure chest, Rachelle

SusanR: <http://www.canteach.ca/elementary/classman2.html>

RachelleM: sure. Thanks

EmilyVL: How do you get all students to do their homework or turn in things on time?

SusanR: Rewards, rewards etc.

JeffC: I saw a thing on homework the other day... no... it wasn't reward... it was a pink slip consequence for *not* doing the homework. It was a form with reasons that the student would fill out in class... as well as giving them the responsibility for explaining it.

SusanR: we could debate homework as another topic

EmilyVL: Would punishments work better than rewards?

MistyW: Most teachers I know implement both

EmilyVL: o.k

SusanR: there is a debate going on here about homework..is it really necessary

SusanR: If the child can do 5 problems correctly..why does he/she have to do 50 problems

MistyW: It depends on the varying difficulty level of the problems doesn't it?

SusanR: Let's take a look at people flow, paper flow, information flow

SusanR: from the Cool cat teacher blog

SusanR: <http://coolcatteacher.blogspot.com/2006/07/starting-school-year-right-part-2.html>

RachelJa: (That should be my blog!)

SusanR: and the value of routines from the same blog

SusanR: <http://coolcatteacher.blogspot.com/2006/08/value-of-routine.html>

DavidWe smiles

SusanR: This blog shares my view of routines and their value in the classroom

SusanR: Is there anything there that you would take back to the classroom tomorrow?

RachelJa: I feel that routines and procedures are essential.

MistyW: Yes your day will go downhill if you don't have some type of routine

RachelleM: I agree. You must have a routine in place for your class to run effectively.

EmilyVL: I like the student flow suggestions

RachelJa: I do too.

MistyW: I always hand out a list of procedures at the beginning of the year that include everything from how they should walk in the hall to how they should pass in papers.

RachelJa: That's a great idea. Especially for older students who can read.

SusanR: always have some 5 minute fillers

SusanR: http://www.educationworld.com/a_lesson/fillers/fillers029.shtml

SusanR: http://www.educationworld.com/a_lesson/archives/fillers.shtml

SusanR: or use an every day edit to start your literacy block...keeps students engaged the moment they enter the room

SusanR: http://www.educationworld.com/a_lesson/edit/edit09.shtml

SusanR: there is a wealth of resources here that could last the year

EmilyVL: this site is so useful

EmilyVL: It has so much activities

SusanR: I have used the Writing Bugs as well

RachelJa: This is great. It has so much wonderful stuff. I love the math crossword puzzles.

RachelleM: I really think this site will help a tremendous amount.

RachelJa: They even have sudoku puzzles!

SusanR: It is often helpful to check out the latest buzz on teachers.net
http://teachers.net/mentors/classroom_management/

RachelleM: Those are really good. My children love those.

SusanR: any questions or anything you wish to share

MistyW: What do you do in your classroom when you have students who would rather talk than listen

SusanR: try walking close to the student/students to eliminate the chatter, Misty

EmilyVL: What about one that just will not do any class work?

SusanR: also vary your instructional style

SusanR: <http://olc.spsd.sk.ca/DE/PD/instr/alpha.html>

RachelleM: I have a second grader who has extreme difficulty staying focused

EmilyVL: I have three third graders that have the same problem

RachelleM: What have you tried?

RachelleM: I teach resource, so we are already small group.

SusanR . o O (looks to the crowd for answers)

EmilyVL: redirect, conduct marks, talking to them, pleaded with them

RachelleM: Works for about 2 minutes

EmilyVL: YES!

RachelJa: Try shorter lessons. Or maybe see what things interest them and let them work on something that interest them as a reward.

SusanR: keep them engaged from the moment they walk into the class

SusanR: word searches help..kids seem to love them

RachelleM: he can not read

EmilyVL: I have one that cannot read too!

EmilyVL: No matter what we are doing, they seem to be marching to their own beat

SusanR: pair them up with reading buddies

SusanR: have a strong reader next to a weak one

RachelJa: I would assume that they have a individualized plan?

EmilyVL: would that be fair for the other child?

EmilyVL: mine don't

SusanR: yes and no, Emily..can work for a short time..change the buddy system frequently

RachelJa: You might want to set up one. Also if they can't read try using a listening center.

EmilyVL: it seems that one of them have already develop self helplessness already

SusanR: can I redirect you to the Wong articles for inspiration
<http://teachers.net/wong/OCT05/>

SusanR: may answer some of the challenges

BJB2: you also might want to see if the child is special ed - or needs to be tested.

RachelleM: I am a special ed. teacher

SusanR: sometimes intervention is required

RachelJa: Emily do you have special reading teachers at your school (Title I)

EmilyVL: yes, one of the three does get reading help, but he is also the one that does not try any more

SusanR: do request assistance ..we tend to blame ourselves for academic and social challenges

RachelJa: Sorry to hear that, I use to teach title I reading and it did wonder for the kids.

EmilyVL: Thank you for all the suggestions

SusanR: I am going to leave you with a virtual handout of supportive resources

EmilyVL: thank you!

AndreaR: Thanks!!

SusanR: <http://trackstar.4teachers.org/trackstar/ts/viewTrack.do?number=233495>

MistyW: thanks for your advice and all of the resources.

RachelleM: Thank you! I appreciate all of your resources.

RachelJa: Thanks for all the wonderful resources.

EmilyVL: Yes, thank you for all the helpful resources!

SusanR: Do come back for part 2 on the 4th Tuesday of the month

EmilyVL: o.k

AndreaR: Will Try!

BJB2: Thanks, Sue. Wonderful as always!

BJB2 waves goodnight

SusanR: I will remain here for some last minute questions