3, 2, 1 GO!

ELEMENTARY STRATEGIES

VOLUME 1, ISSUE 2

3 Classroom/Time Management Strategies

Jump Right into Class Time - When the bell rings, class starts! Begin direct instruction immediately without wasting time on housekeeping chores or waiting for stragglers. Take attendance while students are working and set a timer for a few minutes before the end of class if there is other business to take care of.

Morning Meeting - An effective way to set a positive tone for the day is to have a morning meeting. It is a simple way to touch base with the students while building a sense of community. Students sit in a circle and get ready to have a class discussion. By starting the day with this informal check-in time, the students are relaxed, calm, and ready to listen and learn.

Give Praise - Even though you might never teach a particular class of students again, show that you believe every student can succeed. Give effective praise when it is due, and ensure that students feel like you are on their side and that you truly believe in them. Students will pick up on your attitude toward them, so be positive.

2 Instructional Strategies

I Do, We Do, You Do - This scaffolding strategy provides a gradual release of responsibility from the teacher to the student.

1. Teacher asks all students to sit on a mat at the front of the class.
2. Teacher models the steps required to complete the day's task (I Do).
3. Teacher re-does the task. This time, instead of telling the students the steps, the teacher asks students to raise their hand and tell the teacher what to do next (We Do).
4. Teacher asks students to complete the task in small groups. Teacher walks around providing support (We Do).
5. Students complete the lesson by doing the task alone. Teacher only intervenes for the few students who are still struggling (You Do).

Repetition - Repetition involves giving students time to retry tasks over and over again until it is consolidated in their minds. The information should be safely in a student's long-term memory before moving on.

1 Assessment Strategies

Response Cards - Response Cards can take several forms but quite simply, they are index cards, signs, whiteboards, magnetic boards, or other items that are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. Using response devices, the teacher can easily scan the responses of individual students while teaching the whole group and modify instruction as needed based upon the responses. Response cards encourage student participation while engaging the student's attention. Research shows that when students are actively engaged in lesson content, they learn and retain more information.
Examples:
Agree/Disagree
Red/Green
Yes/No

pennsylvania
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