

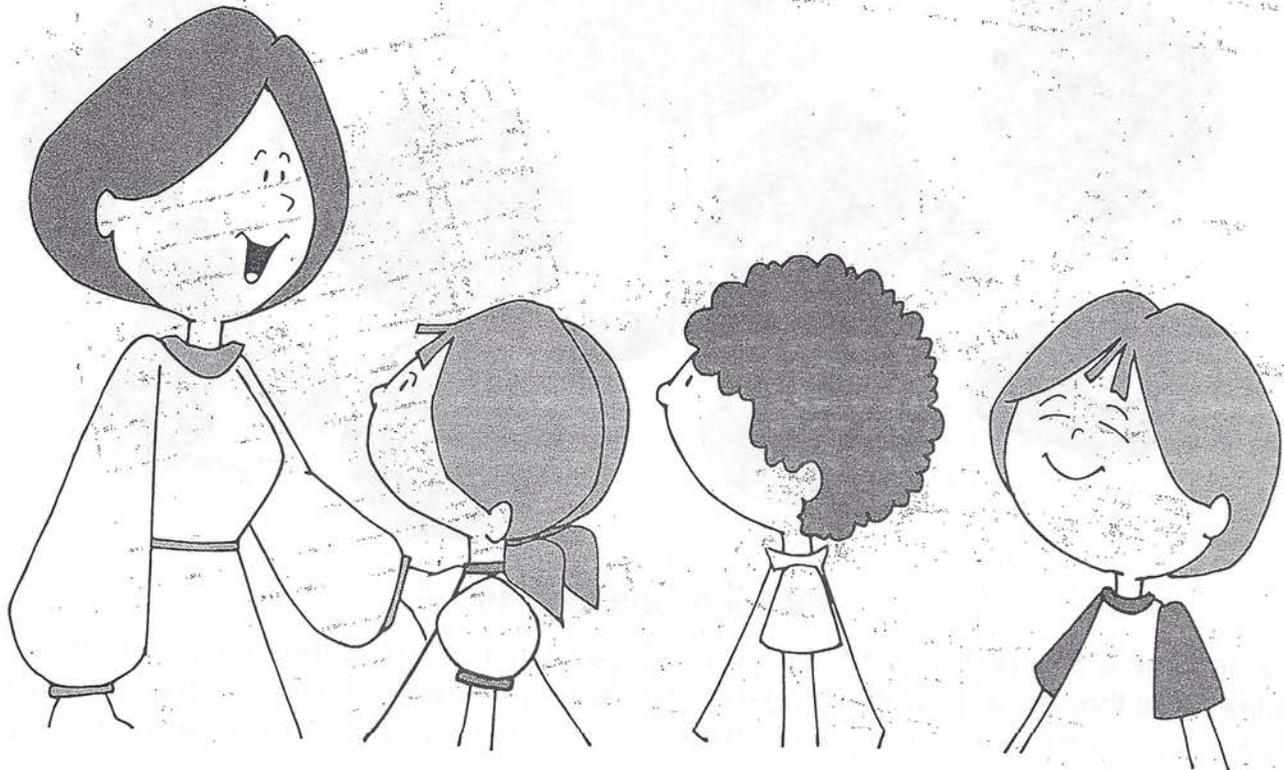
# Entering the Classroom

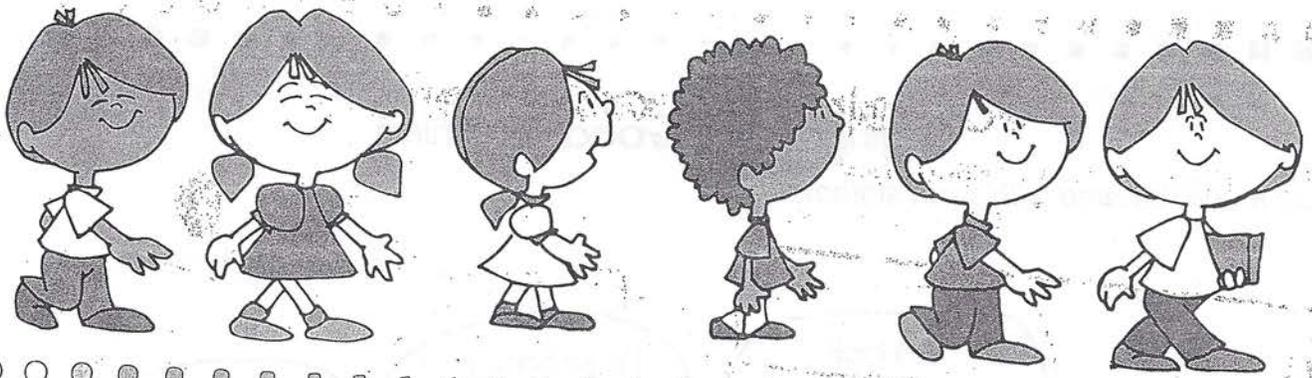
## Smooth Connections: Entering the Classroom

Responsibilities encourage independence and good decision-making skills: As children enter the classroom, they are moving from about 25 different households and family societies into the schoolroom, a mini society in itself. Rules change. Behavior changes. Children change. What teachers expect of children as they enter the classroom sets the stage for the rest of the day.

Many tasks are required of most teachers in most classrooms: Too much time is spent accomplishing the tasks, so that children must wait. Too much "wait time" encourages misbehavior. "Wait time" as children enter the classroom can be eliminated creatively.

As children enter the room, be prepared to meet them at the door with a happy greeting by posting the following page near your door. Guide children who need to be reminded about the sequence of events upon entering, to what needs to be done.





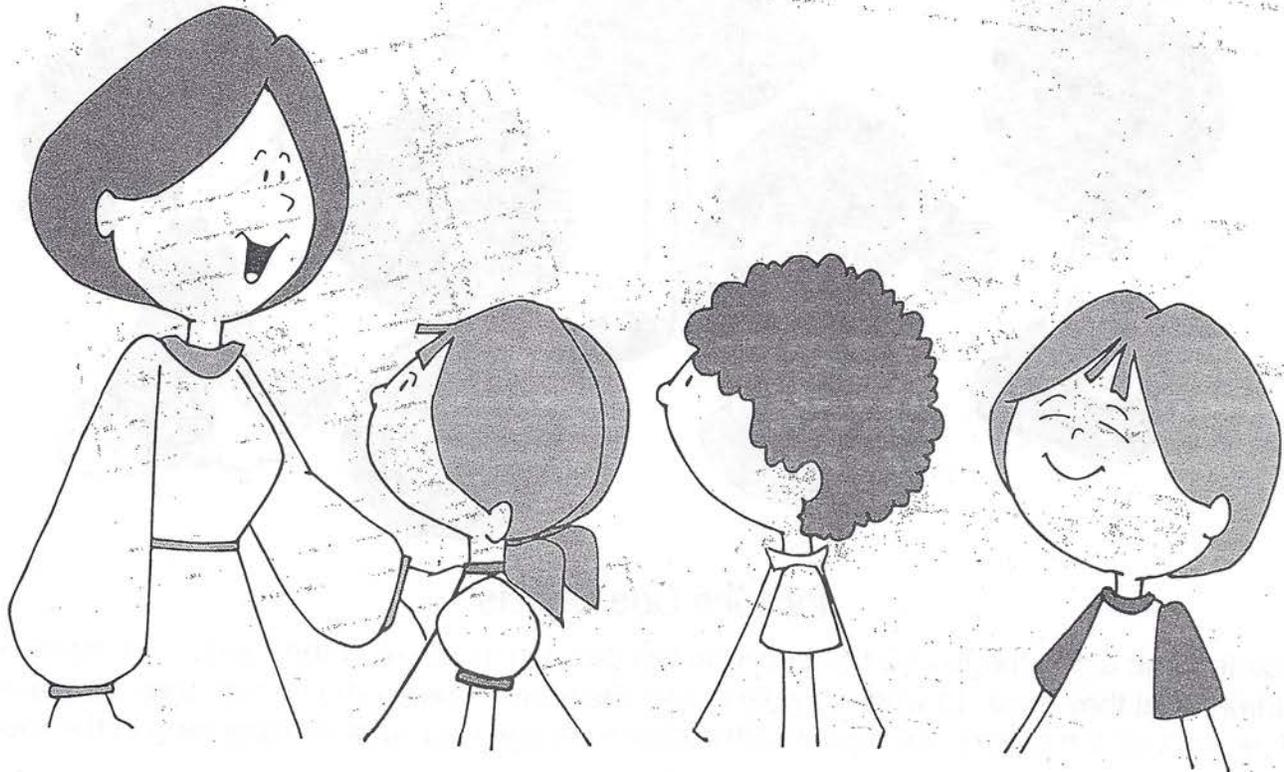
# Entering the Classroom

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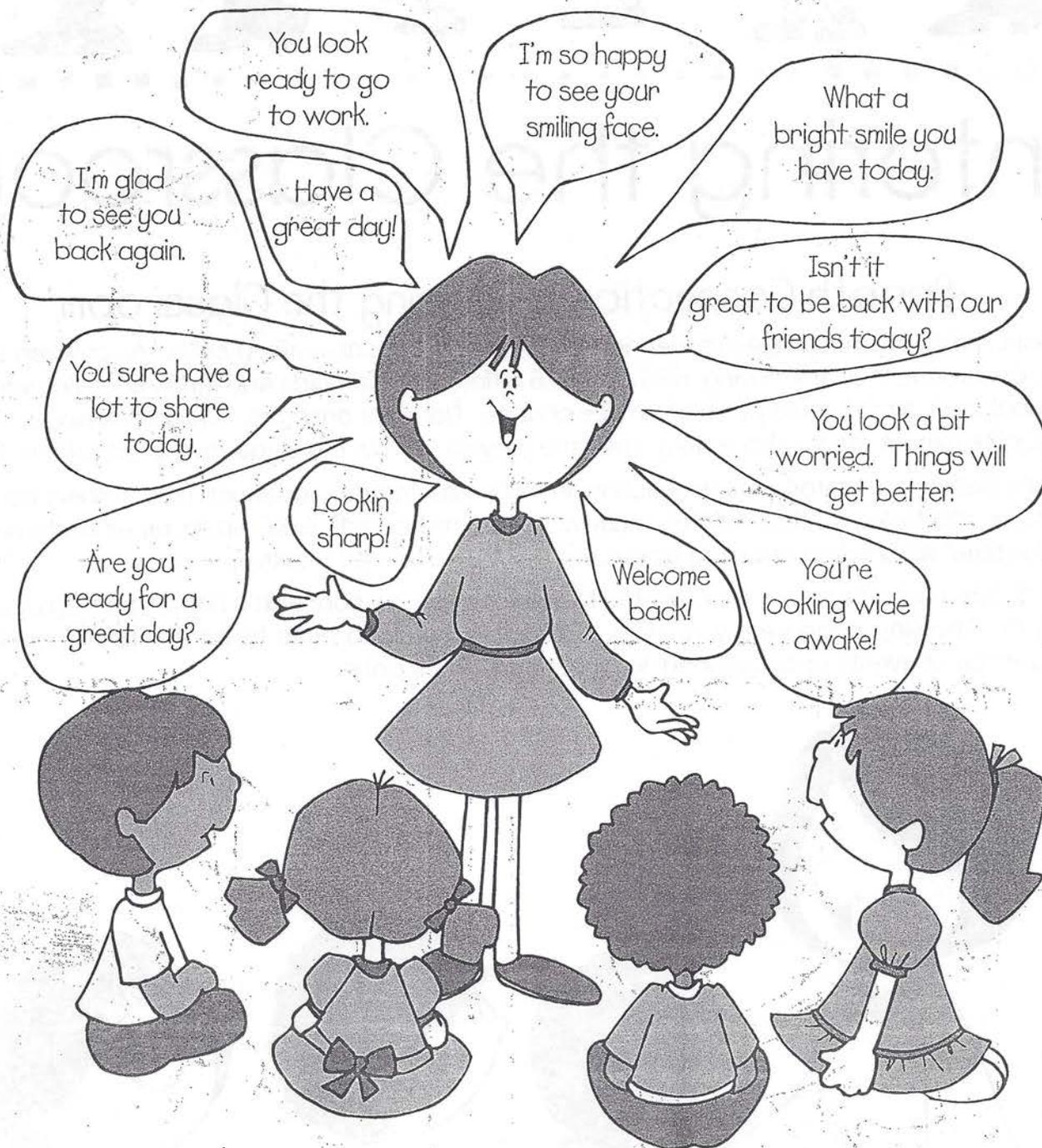
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# Sayings for a Good Beginning

Use a child's name with each statement.



## Picture Cue Cards

Place the cue cards (pages 52-55) in sequential order in the front of the room. The cards tell children what they must do when they first enter the room. The order in which they are placed will depend on the room's arrangement, the children's age and what is happening in the room in general.

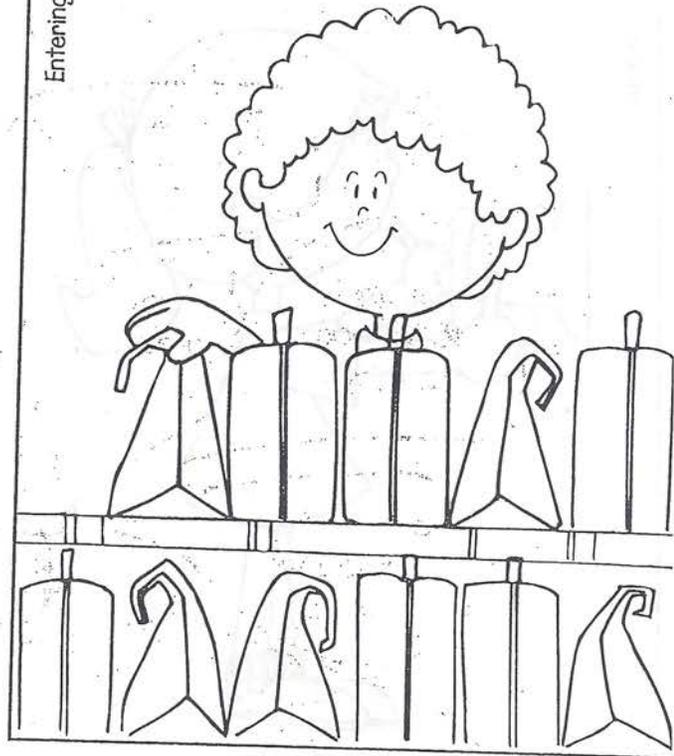
Entering the Classroom

Enter room.



Entering the Classroom

Put lunches away.



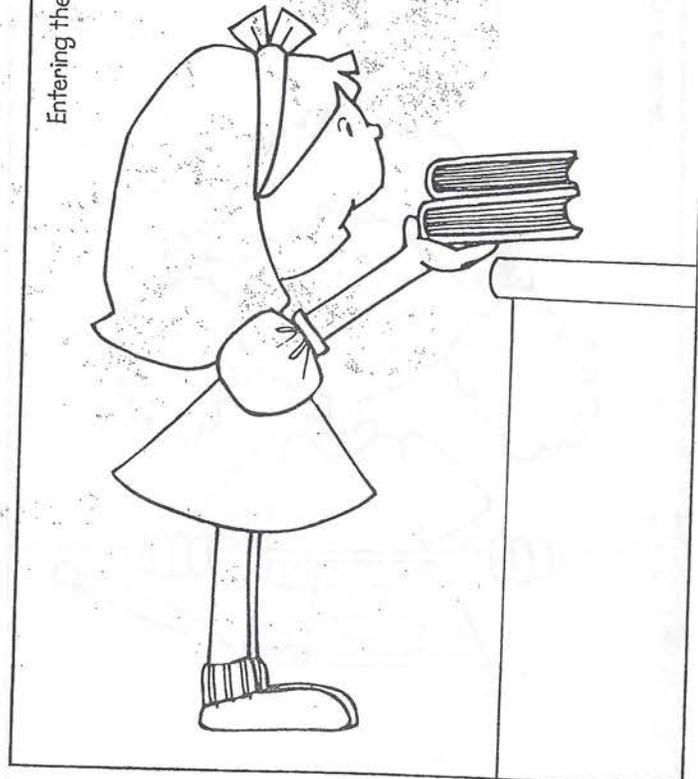
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Hang up coats.

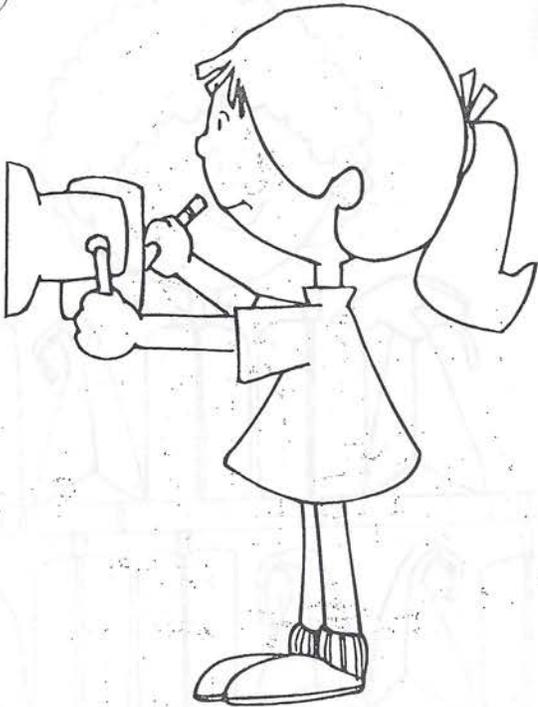


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Check library books.



Sharpen pencils.



Use the restroom.



Sign in.

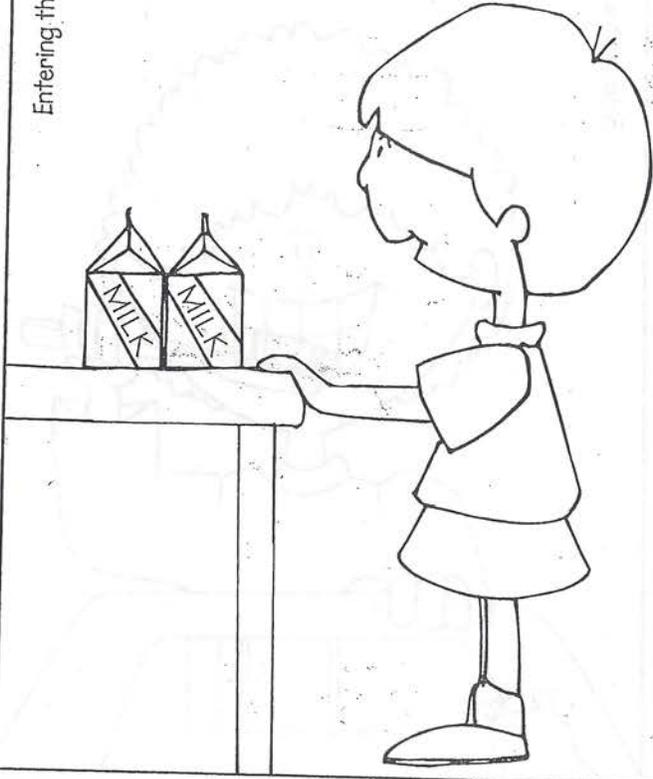


Register for lunch.



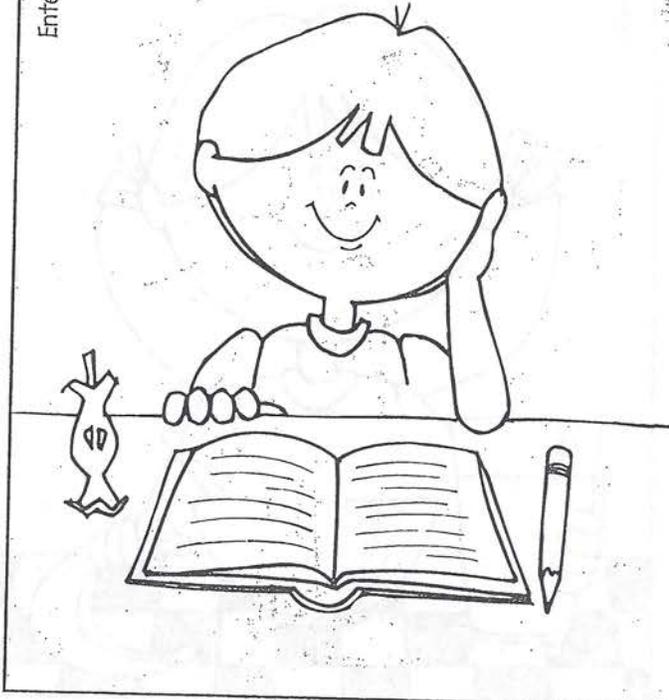
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Register for milk.



Entering the Classroom

Finish homework.



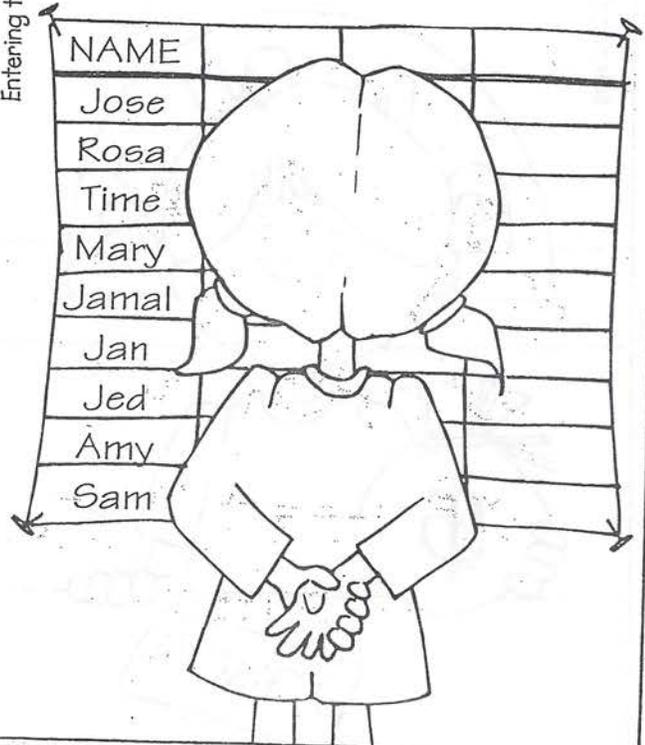
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Put name tag on.

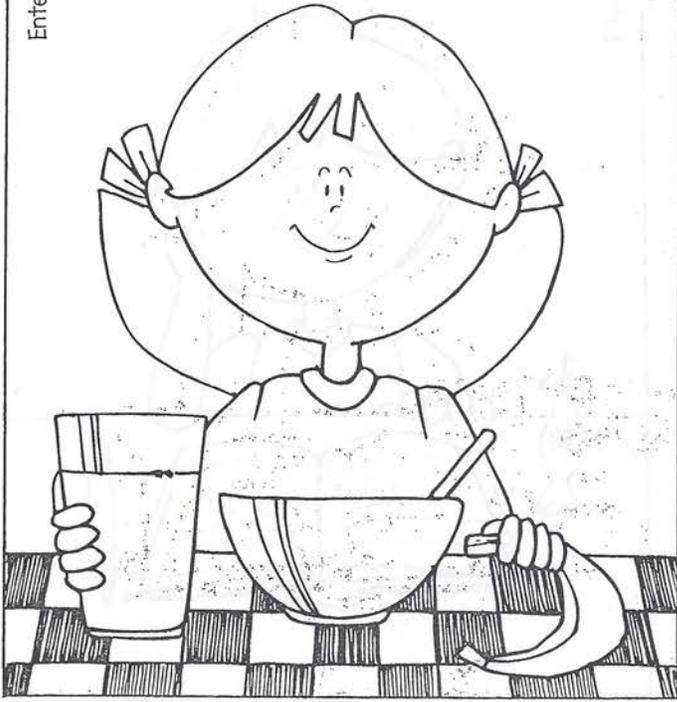


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Check on daily chore.



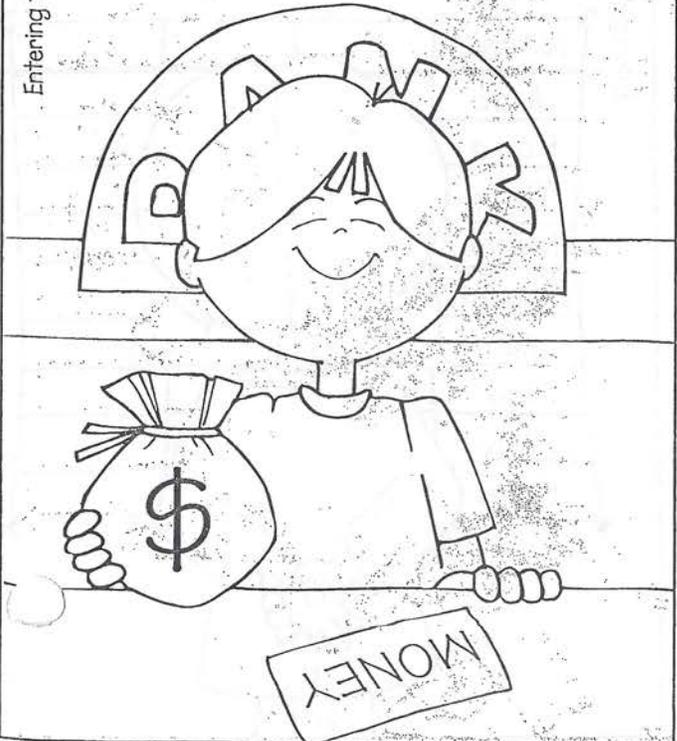
Eat breakfast.



Brush teeth.



Take money to "bank."



Talk with a friend.





## Lunches

As children enter the classroom, have them immediately get rid of the extras they are carrying. A box for lunches is placed near the door. They may deposit the lunch box in the box before taking off coats, hats, mittens and boots. A large plastic or wicker laundry basket, a bushel basket or a large television box works well for lunch storage—something with two handles to let children carry it to the lunchroom at lunchtime.

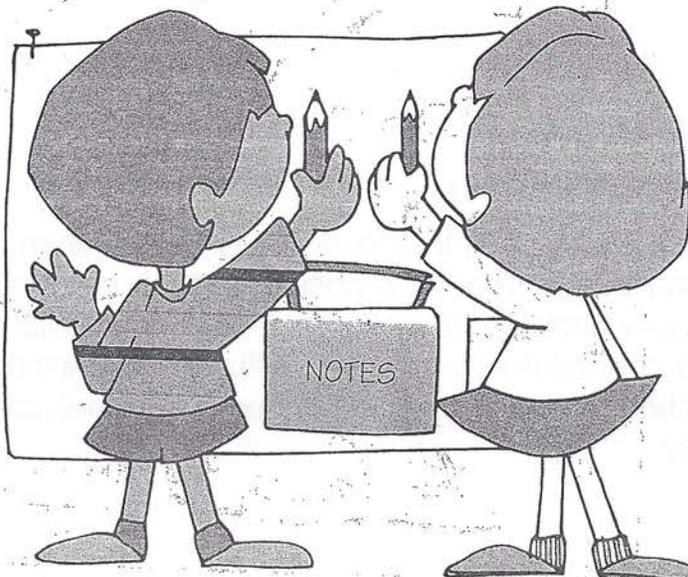
## Coats and Caps, Boots and Mittens

Have a special place for each child to put coats, caps, boots and mittens. Name tags hung on hooks serve two purposes: they identify the spot where coats are to be hung and they provide a place for name tags. Name tags are worn on the first few days of school, when substitute teachers are in the classroom, when parents assist with centers, when children go to other classrooms, when the class goes on field trips or for other activities.

## Notes

Think about hanging an apron or smock with pockets on the wall in your classroom. Each pocket can be designed for a specific purpose. A pencil-shaped pocket holds pencils. A note pad pocket holds notes. A tape-shaped pocket holds tape.

As children enter the door, they can put their notes in the note pocket.



## Baggage Claim

Provide a table for students to unpack book bags. This table should have organizing baskets or tubs for notes, completed work, completed corrections, etc.



## Book Return

Children should become responsible for checking in their own library books when they are returned. Post library pockets on poster board. Provide a pocket for each child, with each child's name on the pocket. When library books are checked out, children should put their library card in their library pocket. When they return the book, they will get the library card from the chart pocket, place the card in the book's pocket and put the book on a book cart, ready for classroom use or return to the library.

## Name Tags

At the beginning of the year and in unique situations, children need to wear name tags. Let them be responsible for those name tags. Plan a special spot for them: pin them to a special bulletin board, hang them on the children's coat hooks, decorate a name tag caddy or label a storage box.

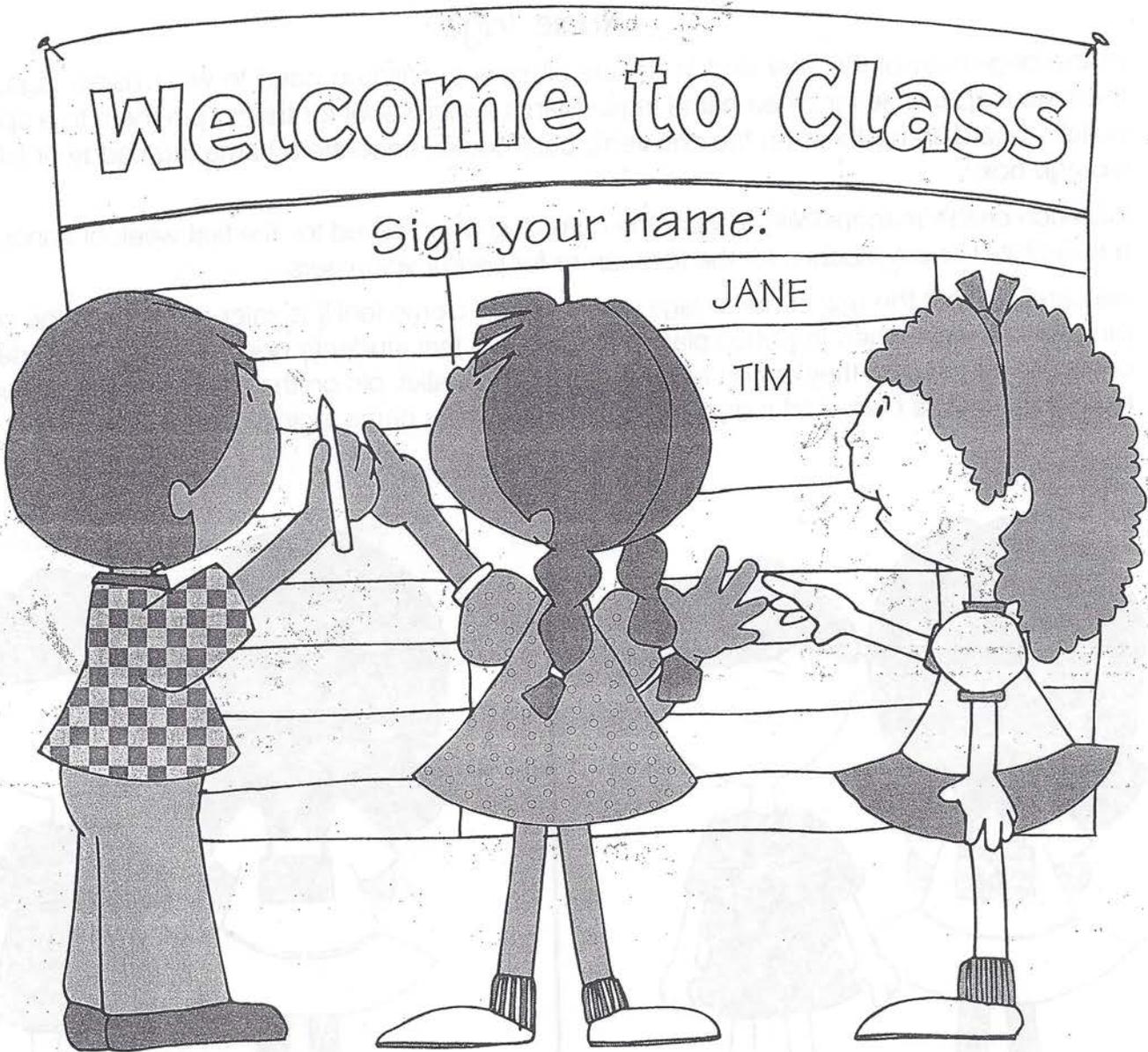
It is each child's responsibility to wear the name tag when asked to: the first week of school, for a substitute, for the teacher, for the librarian or for parent volunteers.

Be careful about the use of name tags on field trips. Some feel it is safer not to have the name pinned to a child when in public places. If teachers feel students need to have some identification on them when they are on field trips or out on walks, pin on the name tag with the name toward the child's body and a decoration or the school's name facing out.



## Sharing Board and/or Table

Provide a bulletin board where children can post things that they wish to share with others. A table in front or near the board allows children to place things for others to examine. If the object is a hands-off item, children should attach a red dot to warn others that they do not wish to have their item handled.



### Sign In

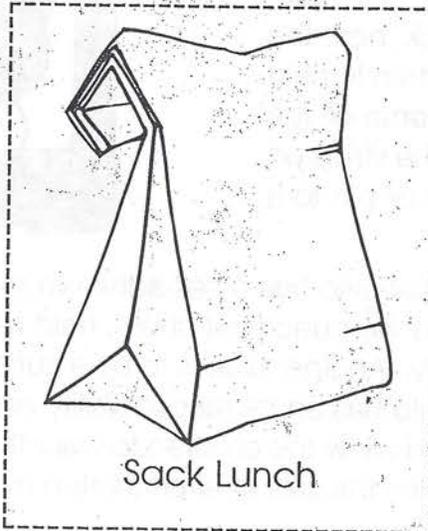
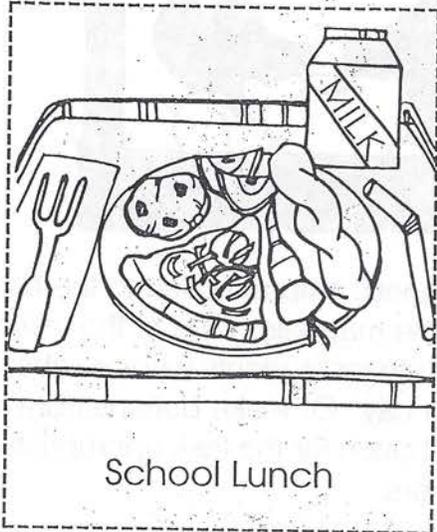
To cut down on time for taking attendance, provide a place for children to "register" each day as they enter the room.

Provide a registration sheet with everyone's name. Each child should sign their name or write their initials in a column.

Write names on tongue depressors. Put the tongue depressor in card pockets on a chart designed to match the room theme. As children enter the room, they take their name stick out of the pocket on the chart and place the stick in a juice can. Use the names in the juice can to call on children during the day. This helps make sure that each child has a turn to respond. As each child is called on, give them their name sticks. As they leave the classroom, they return the name sticks to the attendance chart.

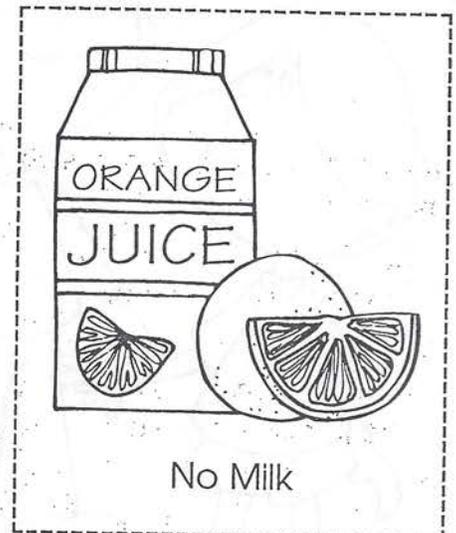
## Register for Lunch

In schools where hot lunch is served, an accurate lunch count is necessary early in the day. This is another time teachers call each child's name—time consuming and a wait time for children. Either the time has to be eliminated or shortened. Have students sign up for lunch in the same way they do for attendance. Label each can for the type of lunch children want. Some of the older children can transfer the names to the official lunch report by placing an X near each child's name as they go through the names in the cans.



## Register for Milk

Take the milk count the same way as the lunch count. Children take a name stick and place it in a white milk carton, a chocolate milk carton or a paper cup to indicate what they will have to drink with snack or lunch.



## Check on Daily Chores

When children enter the classroom, they should consider it their classroom. Because it is theirs, it is their responsibility to care for it. Take photographs of children doing different chores in the room. Place these photographs on theme or seasonal punch-outs, placing self-adhesive magnetic strips to the back, near the top of the punch-out. Ask children to help name each task. Write the name of the task on the punch-out. Place the strips on a metal board, a filing cabinet or pin to a bulletin board.



Each child has a name card that also has a self-adhesive magnetic strip attached to the back. The name cards are placed on the punch-out chore, held by the magnets. One of the tasks is to change the chore chart daily. Another task is to be a substitute for students who are absent. Try to make sure that each child has some responsibility each day. Or make buttons from the pictures on pages 61 to 68 and allow the children to wear the button for the task appropriate to the day. Make pictures in circles the size of circle button makers.

### Boys' Line Leader



### Girls' Line Leader



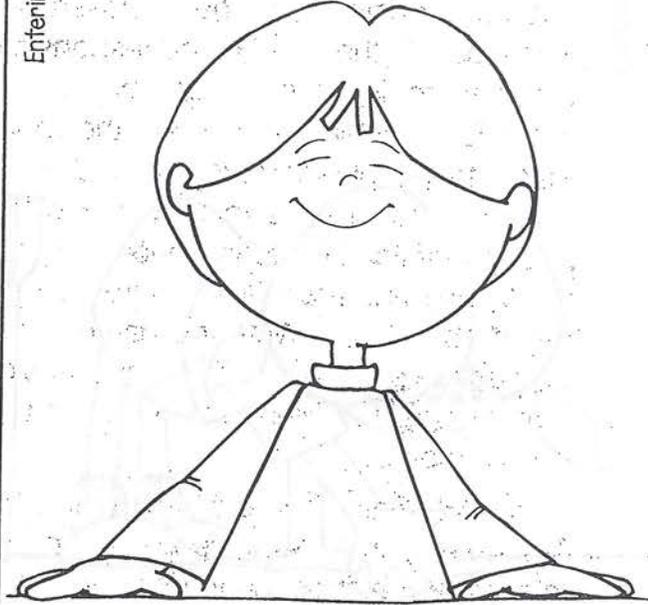
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# Light Switcher



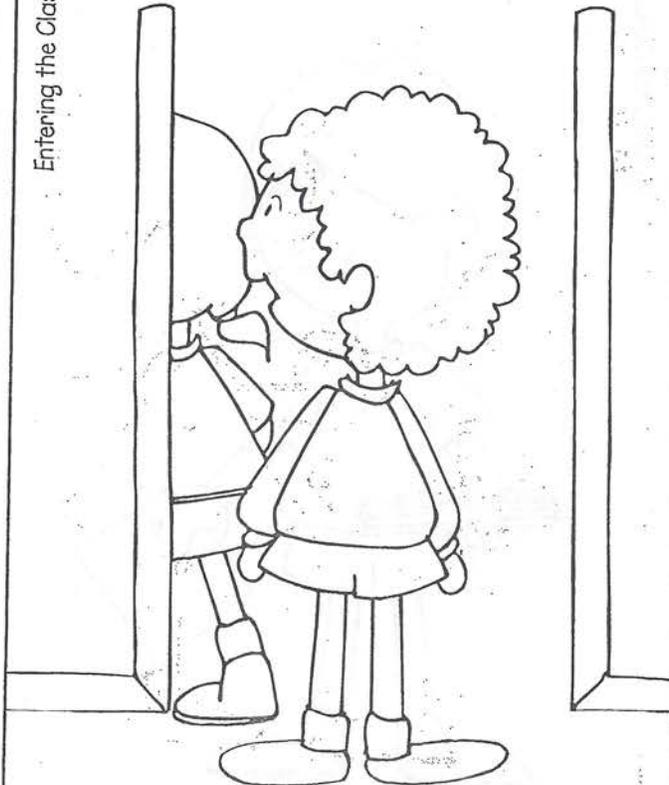
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# Boys' Lunch Counter



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# Boys' Line Caboose



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# Girls' Line Caboose



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# Trash Collector



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# Gardener



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# Milk Person



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# Paper Passer



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# Pet Handler



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# Noise Controller



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# Coat Monitor



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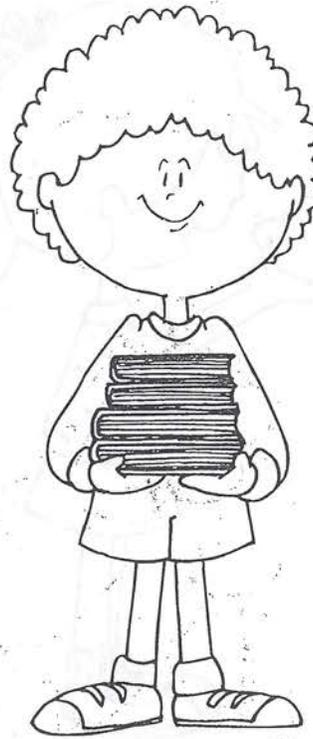
# Pencil Sharpener



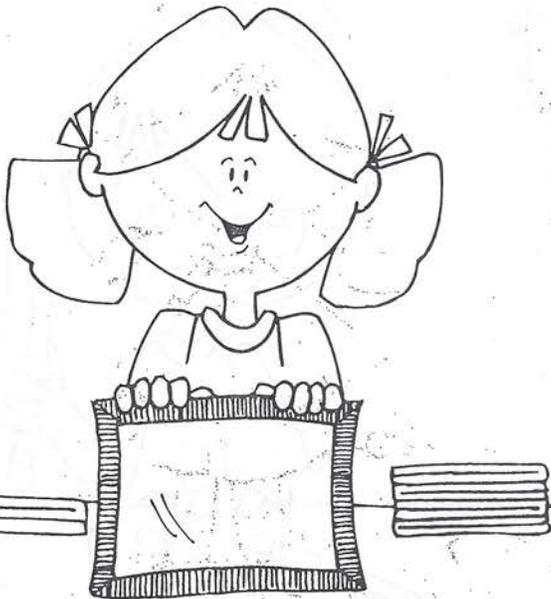
# Paper Collector



# Librarian



# Napkin Folder



# Straw Placer



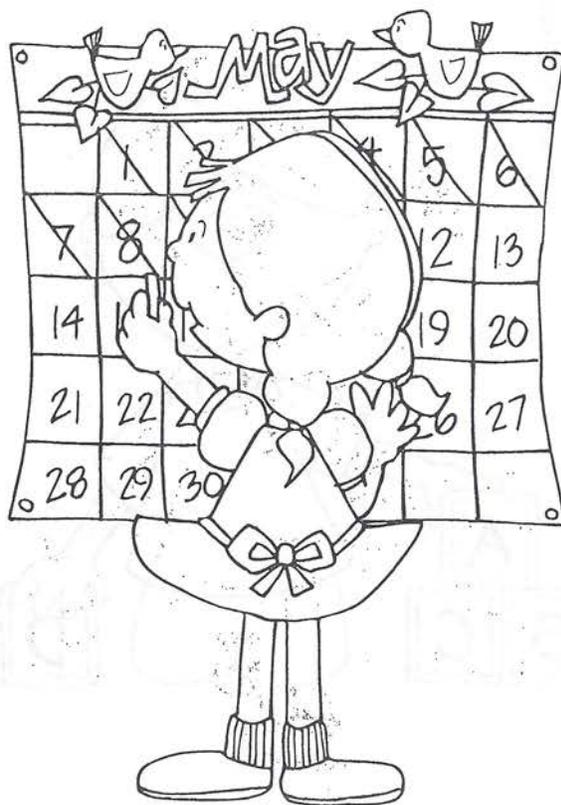
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# Messenger



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# Calendar



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# Meteorologist

The Weather Today

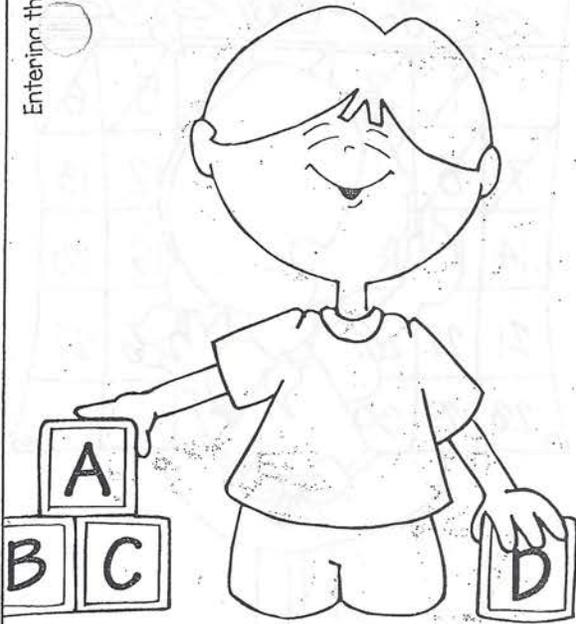


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# Floor Monitor



# Block Monitor



# Puzzle Monitor



# Art Center Monitor

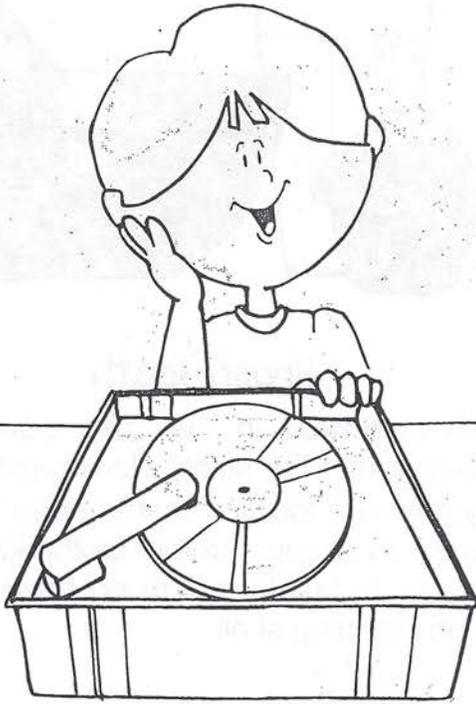


# Tape Player



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# Record Player



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# Substitute



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# Chore Changer

CHORES



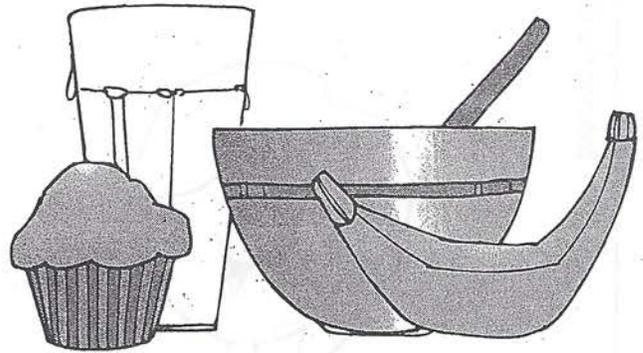
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# Girls' Lunch Counter



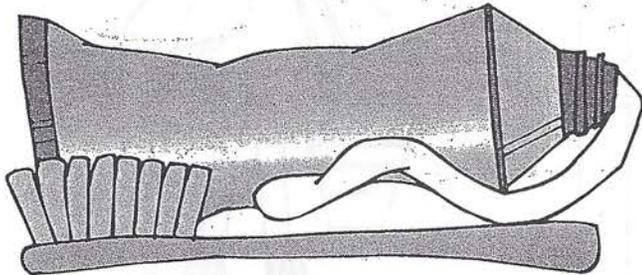
## Eat Breakfast

If children eat breakfast in your program, make sure they do as much of the preparation for themselves as they can. This prepares them to make breakfast for themselves at home, rather than depending on someone else. Instead of following breakfast with teeth brushing and circle time, direct them to go from eating to teeth brushing and on to working at the centers.



## Brush Teeth

Health standards in the state govern tooth brushing time. For safety, store brushes separately and in a location that is open to the air. Because a common tube of toothpaste passes germs, tooth brushing with no paste is better than no brushing at all.

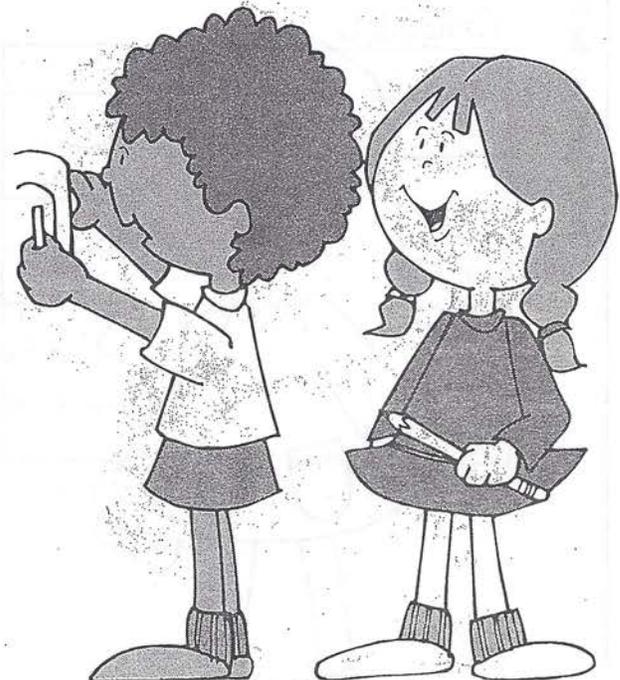


## Sharpening Pencils

The pencil sharpener always seems to become a control issue for teachers. It could be the sound of grinding pencils, the movement of children in the room or possibly because children break leads so they can get up and move around (should tell us something). But children do need sharp pencils for daily work.

Choose from any one of these strategies:

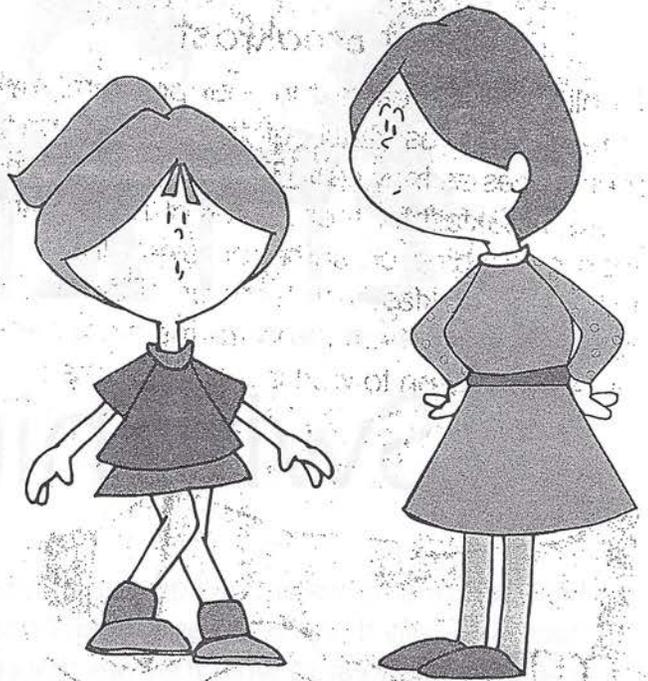
- Allow children to sharpen pencils when they need to but allow only two children at the sharpener at a time.
- Have a can of sharpened and unsharpened pencils (all the same kind) available. When the lead gets too dull, allow children to go to the desk, place the dull pencil in one can and take a sharpened one to use. A helper may sharpen the pencils periodically during the day.
- Suggest children have a supply of five pencils. Schedule the sharpening to occur at specific times: before school, before and after recess and before and after lunch. Allow only four children to sharpen all five pencils at that time. It is hard to monitor and control this method.



## Use the Restroom

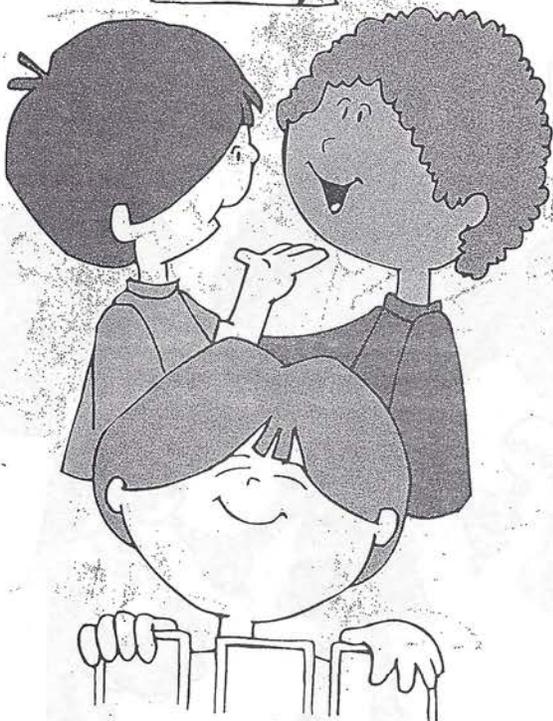
Children must have a time to use the restroom before the day begins. Some may have been on the bus for an hour just after breakfast. Allow them to go as they need.

The best way to avoid the problems of wait time while the whole class goes to the restroom is to have a bathroom in your classroom which children are allowed to use as needed. Or allow children to use bathroom passes as needed as long as they are able to control their own behavior. If they are unable to do that, require them to go as a group with an adult supervisor, at the convenience of the adult (but at the necessity of the children).



## Finish Homework

Allow children to complete their homework at school during the first few minutes while other routine procedures are taking place. If they cannot do their chores that morning, have them ask a friend to do their chore for them and say that they will return the favor. Being helpful is a good trait to acquire.



## Talk with a Friend

Allow the children to talk a while before things get started. They will do it anyway and time will be spent trying to get them quiet. After they have had some time to socialize, ask that they remain quiet for the upcoming work time. They are then more likely to respect the rule.

## Get Right to Work

Some children or groups of children have difficulty with the freedom that some of the above tasks allow. These children need to get right to work. Have them enter the room and get to work immediately on a task they find rewarding (not challenging, not boring). It may be a challenge to find the right set of tasks.