

SAMPLE 2-WEEK CURRICULUM

DAY 1

Focus on activities that are of basic importance to you and your students right now. You need to get and hold their attention right away for these basic activities. Teaching your students the behavior you expect during less critical activities such as how to behave during an assembly can wait until later.

TOPIC: TEACHING STUDENTS TO PAY ATTENTION

Students need to learn to give you their attention immediately. They also need to learn to be active listeners whenever you are speaking.

Suggested Lessons

- Attention-Getting Signal, page 161
- Teacher-Directed Instruction, page 125

TOPIC: CLASSROOM MANAGEMENT PLAN

Teaching students your general classroom rules is an important responsibility on the first day of school.

Suggested Lessons

- Classroom Rules, page 207
- Corrective Actions, page 213
- Positive Feedback, page 210

TOPIC: STUDENT COMFORT AND SAFETY ISSUES

Students need to have their comfort issues addressed. You must also teach emergency procedures.

Suggested Lessons

- Individual Students Leaving Class to Go to the Restroom, page 230
- Using the Drinking Fountain, page 240
- Emergency Drills, page 186

TOPIC: ENDING THE DAY OR PERIOD AND LEAVING THE CLASSROOM

Students will need to be taught your end of the day procedures and how to leave the classroom.

Suggested Lessons

- End of the Day or Period Routine, page 195
- Lining up to Leave the Classroom, page 169



DAY 2

Now you will begin prioritizing behavioral expectations for other activities. Be sure to review all lessons taught the previous day to reinforce student learning.

TOPIC: INTRODUCE YOUR PROCEDURES FOR THE BEGINNING OF THE DAY OR PERIOD

The first day is usually too hectic to teach this lesson. Teaching it on the second day is very important. You will want to teach the initial procedures first and then add more procedures on later days.

Suggested Lessons

- Entering the Classroom After Recess or Lunch, page 175
- Beginning of the Day or Period Routine, page 188
- Sharpening Pencils, page 224

TOPIC: INDEPENDENT WORK

Learning to work independently is a fundamental skill that must be mastered before less teacher-directed instructional settings are attempted. Along with this instructional activity, you may also want to teach procedures that are often related to independent work, such as handling materials and in-seat transitions.

Suggested Lessons

- Independent Work, page 138
- Distributing and Collecting Materials or Papers, page 181
- In-Seat Transitions, page 163

TOPIC: OUTDOOR MANAGEMENT

The second day may be the first time that students will go to lunch and recess. Because recess and lunch procedures are almost always based on school-wide policies, specific lessons for these situations have not been included in this curriculum. However, it is important that students understand the behavioral expectations for these activities. Make sure your students understand your school's policies.

DAY 3

Review all lessons taught the previous 2 days as students engage in the activities again.

TOPIC: GROUP DISCUSSIONS

This is a step down from the highly structured, teacher-directed, independent-work activity. In the following lesson, students will be taught how to participate in a discussion.

Suggested Lesson

- Whole-Class Discussion, page 130

TOPIC: USE OF CLASSROOM SPACE

When students start moving around the room, they need to know your expectations for using different areas of the classroom, including their own desks and yours.



Suggested Lessons

- Using Materials on Bookshelves or in Cabinets, page 227
- Taking Care of Desks, Tables, and Chairs, page 238

TOPIC: END OF THE SCHOOL DAY OR PERIOD

By the end of the third day, students have enough skills to begin learning to take more responsibility in the classroom. Students should be taught how to complete student helper tasks, take down homework assignments, and get the classroom ready for the next day.

Suggested Lesson

- Student Helpers, page 235

DAY 4

Review all of the lessons from the previous days as you repeat the activities. Focus new lessons on key recurring activities that have not yet been covered.

TOPIC: MORE PROCEDURES FOR THE BEGINNING OF THE DAY OR PERIOD

Students should be ready by this point to learn the rest of the procedures for the beginning of the day or period.

Suggested Lessons

- Bringing Appropriate Materials to Class, page 218
- Making up Missed Work Due to Absence, page 221
- Late or Missing Assignments, page 232

DAY 5

By the fifth day, students will need a day of review. Instead of teaching new lessons, spend the day reviewing those you have taught, especially those covered during the last 2 days.

DAY 6

The lessons suggested for the first days of school focus largely on individual student responsibilities. Now you can begin to teach your expectations for more complex activities where students need to demonstrate responsible behavior in situations with less teacher-directed activity.

TOPIC: WORKING WITH A PARTNER

Working in pairs is the most structured learning activity that involves students working together. Students need to learn how to work with one other student before they are asked to work in a group.

Suggested Lesson

- Working With a Partner, page 142



DAY 7

Continue to review previous lessons. The topics that follow over the next few days should be taught in the order shown to help students build skills that will enable them to be successful in instructional settings that require more responsibility and self-management. Depending on your own classroom situation, it may be appropriate to teach these lessons in future weeks when the students are prepared for more independent activities.

TOPIC: STUDENTS WORK INDEPENDENTLY WHILE THE TEACHER IS WITH A SMALL GROUP

By the fourth day, students should have learned how to work independently. You can then introduce the much less structured situation in which the teacher works with a small group while other students work independently at their seats.

Suggested Lesson

- Teacher Works With a Small Group While Other Students Work Independently, page 146

DAY 8

Review lessons from the previous 2 days, but also make sure that students continue to meet the expectations taught during the first days of school.

TOPIC: WORKING IN COOPERATIVE GROUPS

Cooperative group activities should be taught only after students have learned how to pay attention, work with a partner, move around the room, and get and use materials. Do not attempt these activities until you are sure they have learned how to behave in other less teacher-directed activities. Working in cooperative groups is a highly complex activity. Start slowly, focusing first on transitioning to the group and then on behaving within the group.

Suggested Lesson

- Working in Groups, page 150

DAY 9

Review lessons from the previous day and continue teaching students how to work in cooperative groups.

TOPIC: WORKING AT LEARNING CENTERS

Teach students how to use a learning center before you send them there for an activity. Start by instructing them on how to use two simple centers. After the students have mastered going to these centers, add more as appropriate. Make sure you are free to monitor students while they are at the centers.

Suggested Lesson

- Working at Centers, page 153

DAY 10

Students will need a day of review. Determine which lessons need reinforcement and work with students on improving their skills.

