



# LEARNING ENVIRONMENT

LEARNING MODULES

# STRATEGY: ENFORCEABLE STATEMENTS



## EXPLORE



## THINK



## ACT

### **WATCH:**

Love & Logic Turn Your Words Into Gold

<http://youtu.be/cOW6P43J3xM>

### **READ:**

Article "[Turn Your Words Into Gold](#)"

- Summarize key learning ideas and discuss the most appropriate time to use these learning tools.
- How can you use these strategies in your classroom?
- How might these strategies enhance your classroom management?
- Describe the difference between enforceable statements and "rules".

Select 5 Enforceable Statements that you will be able to use this year in your classroom. Create a poster that could teach a new teacher how and when to use these statements.

# STRATEGY: ALTERNATE MEANS OF CORRECTION



## EXPLORE



## THINK



## ACT

### **REVIEW THE FOLLOWING:**

#### **“Corrective Consequences”**

Pg. 1 paragraphs 1 & 2

Pg. 2 paragraphs 1

Pg. 4 - read the circle about ‘mystery consequences’

Consider how you might use a Mystery Consequence Jar in effort to address low level misbehavior.

- Create a list of Alternate Means of Corrections a teacher could use in a Mystery Consequence Jar
- Brainstorm a list of rewards that a teacher could use in the classroom for a potential Rewards Jar
- Discuss the appropriate times to use each.

Place each consequence and reward on a slip of paper using the template provided.

Place each slip in a labeled jar that you can later use in your classroom.

# STRATEGY: EXECUTIVE FUNCTIONING SKILLS



EXPLORE



THINK



ACT

## READ:

[Executive Functioning Fact Sheet](#)

## WATCH:

<https://www.teachingchannel.org/videos/teaching-adhd-students>

- How can checklists and visual cues help students stay on task?
- How does the use of a timer help motivate students and help them focus?
- How can you use these strategies in your classroom?
- How might these strategies enhance your classroom management?
- Share some general instructions you will use in the classroom and how you might “break it down” into smaller, measurable chunks in effort to meet the needs of students with poor executive functioning skills

“You are about to transition students to a new task in which they will create a double-bubble map and compare/contrast producers and consumers. Write a script that demonstrates what you would say & do to break this activity down into smaller, more specific steps.”

# STRATEGY: STRONG CLASSROOM CULTURE (Part 1)



**EXPLORE**



**THINK**



**ACT**

**WATCH:**

**SLANT:** <https://www.teachingchannel.org/videos/prepare-students-to-learn>

**READ:**

**Teach Like a Champion**  
**pgs. 158-161**

- Summarize key learning ideas and discuss the most appropriate time to use these learning tools.
- How can you use these strategies in your classroom?
- Which procedures will you teach the first few days of school, and which procedures will you teach as the year progresses?
- Describe how you could use the cycle of “train, rehearse, reteach” to ensure maximum effectiveness of procedures.

Select either the SLANT or On Your Mark strategy and create a poster that would teach this strategy to a new teacher.

# STRATEGY: STRONG CLASSROOM CULTURE (Part 2)



**EXPLORE**



**THINK**



**ACT**

## **EXPLORE THE BELOW VIDEOS:**

**Using a number system for routines:**

<https://www.teachingchannel.org/videos/streamline-class-routines>

**Setting the tone:**

<https://www.teachingchannel.org/videos/setting-classroom-tone>

**Classroom Culture:**

<https://www.teachingchannel.org/videos/establish-classroom-culture>

- Summarize key learning ideas and discuss the most appropriate time to use these learning tools.
- How can you use these strategies in your classroom?
- Which procedures will you teach the first few days of school, and which procedures will you teach as the year progresses?
- Describe how you could use the cycle of “train, rehearse, reteach” to ensure maximum effectiveness of procedures.

Select one of the featured strategies and create a poster that would teach this strategy to a new teacher.

# STRATEGY: STRONG CLASSROOM CULTURE (Part 3)



## EXPLORE



## THINK



## ACT

### EXPLORE THE BELOW VIDEOS:

#### **New Teacher Survival Guide**

<https://www.teachingchannel.org/videos/new-teacher-classroom-management>

#### **Caring, Control, Safe Environment**

<https://www.teachingchannel.org/videos/create-a-safe-classroom>

#### **Transitions:**

<https://www.teachingchannel.org/videos/managing-transitions>

- Summarize key learning ideas and discuss the most appropriate time to use these learning tools.
- How can you use these strategies in your classroom?
- Which procedures will you teach the first few days of school, and which procedures will you teach as the year progresses?
- Describe how you could use the cycle of “train, rehearse, re-teach” to ensure maximum effectiveness of procedures.

Select one of the featured strategies and create a poster that would teach this strategy to a new teacher.

# STRATEGY: GETTING TO KNOW YOU



EXPLORE



THINK



ACT

## **REVIEW:**

p. 117 [First Year Teacher Guide](#)

And

Pgs..123-135 [First Year Teacher Guide](#)

- Share your favorite get-to-know-you activity.
- Discuss what “building” rapport looks like and the steps involved.
- Discuss the social/emotional needs of students the first few days of school and how you can address these needs through “getting to know you” activities.

Select 2-3 Get to Know You Activities that you could use this year. On the notecards provided, write a summary of each activity, as well as the materials you will need, in order to prepare for the first day.