

## “FIRST MORNING TAKE-OVER” BLOCKING

Time	Lesson
9:00-9:05	<p>Pick Up Students from Outside Playground-Inform students to stop at designated stopping points “end of the rails”-Remind students to do it at a level 0. Narrate positive student behavior.</p> <p>Introduce 3H’s outside of Doorway</p>
9:05-9:15	<p>Breakfast-Do Now-Use of Timer            (Individual corrections while circulating-“I noticed that when you came up the stairs....”)</p> <p>Students will put on name tags</p> <p><b>Do Now: Student Interest Survey</b></p> <p>Introduce Quiet Signal (Clap/clap-discuss when you hear this, you stop what you are doing, you are at a level 0 and you are following along with the signal)            Model-allow students to talk to elbow partners and practice signal</p>
9:20-9:30	<p>While students are at desks, teacher will discuss rules and expectations for process of moving around the room(at a level 0, moving from one location to the next as quickly and safely as possible, return to listening position-hands are folded &amp; desks are clear)</p> <p>Teacher will select a table to “model”</p> <p>Students will hang up coats and backpacks by table. Use of a timer.</p> <p>Reference consequence chart: “ The directions were... I saw... doing a great job, but I also noticed</p>

	that...was talking/running” so when we are given directions, our job is to follow them. If we don’t we will have to move our star
9:30-9:40	At desks, teacher will discuss rules and expectations for process of moving to the carpet (at a level o, sitting with our legs crossed, hands on our laps, eyes on the speaker)  Teacher will move students to carpet by table. Identify a table to “model” how to move to carpet
9:40-9:50	Morning Meeting:  Introduce self – discuss how you will be teaching in classroom.  Reference the Star Mantra “I expect....”  What are some ways to demonstrate excellence?
9:50-10:10	Community Builder-Name with a body movement  Remind Student of Hallway expectations
10:10-10:15	Transition to Special-Art
11:05-11:15	Transition to Bathroom Break
11:15-11:35	Writing: Hopes and Dreams for 3 <sup>rd</sup> Grade Large Web chart

11:35-11:40	<p>Clap Signal/“I am listening ...I am listening song” Transition to Lunch ( Pass out tickets)</p> <p>My feet are..., My hands are....., I am facing.....</p>
11:40-12:00	Lunch

## “FIRST MORNING TAKE-OVER” SCRIPTING

Time	Objectives	Script	Materials
9:00-9:05	SWBAT enter building at a level 0 and transition to their classroom as quickly and safely as possible.	<p>“Good morning 211, I can see that you are facing forward and your hands at your side. You are calm, quiet, and ready to move. At a level 0, walk to the first rail and wait for my directions.”</p> <p>Circulate down the line while narrating positive student behavior</p> <p>“I see ...is walking at a level 0, I see... has his/her hands on your side.” (narrate at a level 1)</p> <p>Once at the front, make eye contact:</p> <p>“We are getting ready to move, remember that while in the hall way, we are showing excellence by staying at a level 0, using our quiet walking feet and keeping our hands only on the brown rail. 211 move to the next rail”</p> <p>Repeat positive narration. “I hear quiet feet from...”</p> <p>“Go around the rail and stop at the top of the stairs”</p>	3 H’s chart

		<p>Repeat Positive Narration. "I see... has their hand only on the brown rail"</p> <p>"Go around the rail and stop at the top of the stairs"</p> <p>Repeat Positive Narration.</p> <p>"211, let's turn our line around so that we are facing our door in two straight lines, with our feet inside of our individual squares. Remember we are still demonstrating excellence by keeping hands at our sides and remaining at a level 0"</p> <p>Narrate positive student behavior "I can see... has are his/her two feet inside a square. I see... is demonstrating excellence by keeping their hands at their side...facing forward...at a level 0"</p> <p>"Good morning again, before we enter our room. I want to make sure we that are still calm and ready to learn. We are going to take a big deep breath through our nose and let it out through our mouth. I will show you to do it first and then you will repeat it after me."</p> <p>Model deep breathing to students.</p> <p>"I see that not everyone took their deep breath with us, but since we are the Star 211 team, we are going to do it again, as a group when I count to 3. 1,2,3... (breathe)</p> <p>"Now that you have shown me you are calm and ready to enter. You will pick up a bag of breakfast, walk to your seat, begin eating your breakfast and complete your do now at a level 0. When you enter the room you have a choice to enter by using one of my 3H's. It can be either a hug, high hive, or hand shake to enter. Ladies, you may enter first"</p>	
--	--	--	--

<p>9:05-9:15</p>	<p>SWBAT eat breakfast, while completing their Do Nows and demonstrate how to use the classroom quiet signal.</p>	<p>Breakfast-Do Now-Use of Timer</p> <p>Narrate Positive Student Behavior-“ I see that ... .is eating at a level o, is completing their do now at a level o, is turning in their homework at the edge of the table at a level o”</p> <p>(Individual corrections while circulating-“I noticed that when you came up the stairs....”)</p> <p>“211 on your desk, you will notice that each one of you has your own special name tag. Please post that to your chest at a level o. So I will post my name tag on my_____ (leave silent for students to fill in, at a level _____). You will have 5 minutes for the remainder of breakfast)</p> <p><b>Do Now: Student Interest Survey</b></p> <p>Introduce Quiet Signal</p> <p>“I can see that a lot of your are familiar with the classroom signal, but I didn’t quite have everyone, so lets practice it again and now this time everyone will do it together as a team”</p> <p>Perform clap signal</p> <p>“Remember that when you hear this signal, you are to freeze, sit in listening position, at a level o. SO let’s practice one last time so that you can show me great examples of excellence. I will let you talk with your partners at a level 1 and when you hear the signal, show me what 211 super stars should like”</p> <p>Model-allow students to talk to elbow partners and practice signal</p>	<p>Do Now Prompt on Smart Board</p> <p>Individual Name Tags</p> <p>Individual Student Interest Survey</p>
------------------	---	---	---

<p>9:15-9:25</p>	<p>SWBAT students will be able to move to closet and hang up back packs. Students will review the consequence chart.</p>	<p>“Now that we have demonstrated excellence with our listening skills and following our classroom quiet signal, we need to discuss how we move around in our classroom. When we are in our room, we are to stay at our seats unless we have permission to move. If we need to move, we need to raise our hands. Once we have permission to move, we must do so as quickly, quietly, and as safely as possible”</p> <p>So 211, can I just get up and walk to the closet if I forgot my homework? Can I just get up and go talk to my friends at the other side of the room? So when I am in my room, I am to stay in my _____. If I need to move I need to _____. Once the teacher says I can move, I must do it _____”</p> <p>Now we need to move to the closet to hang up our back packs. I am looking to see what table is at a level 0 and in listening position. Circulate room. Remember that when we go to the closet we hang up our belongings and come right back out.</p> <p>“I can see that everyone at table ____ is sitting at a level 0 and in their listening position. Show the rest of the classroom, how we move to the closet at a level 0, safely, and as quickly as possible.</p> <p>Students will walk to the closet...mmm I think I have some friends that can do it just a bit better, because remember we walk we do not run. Let try that again.”</p> <p>“That was much better, now lets see if there is a table that can do it just as good, or even better”</p> <p>Select table/Continue to Narrate Positive Behavior</p> <p>Reference consequence chart:</p> <p>“The directions were to move to the closet and hang up our backpacks as quickly</p>	<p>Reference consequence chart on the board.</p>
------------------	--	--	--

		<p>and as safely as possible. I saw... doing a great job, but I also noticed that... .was talking/running” so when we are given directions, our job is to follow them. If we don’t we will have to move our star down on our progress chart.</p> <p>A reminder that the first time you move your star you are given a verbal warning. The second time you will take a time out in the RTC, and the third time that you move your star, you will either get a phone call or note home. But I know that we are going to have a great day and we don’t even need to think about those final consequences. Those of us who stay on the star all day, will be entered into a raffle and can win one of my special prizes at the end of the day.”</p>	
<p>9:25-9:35</p>	<p>SWBAT move to carpet and sit in listening position as quickly and as safely as possible</p>	<p>“So now that we have put away our materials, we’ve talked about how to move safely around the room, and we talked about the consequences for not following directions, we are ready to move to the carpet. Just like when moving the closet, we want to make sure we move the carpet at a level 0, as quickly and as safely as possible.</p> <p>When we get to the carpet, we will sit in our assigned spots, our legs will be crossed, our hands will be folded and we will have our eyes on the speaker. So 211, when we get to the carpet, our legs will be _____, our hands will be, and our eyes will be on the _____”</p> <p>“So I’ve noticed that _____ is doing a great job showing third grade excellence, you are going to be my helper, and you are going to help me make sure that the rest of your classmates are showing excellence by sitting in their assigned spots, facing forward at a level 0. If you should see someone that is not showing excellence, let me know so that we can move stars for those of us that can’t follow directions.</p> <p>Now get ready to show me your best, If you have on black shoes move to the carpet”</p> <p>Narrate positive student behavior</p> <p>“If you have a pony tail move the carpet. If you are a boy move to the carpet. If</p>	

		<p>you are a girl move the carpet”</p> <p>Once all students are on the carpet.          “Thank you _____ for your help. I hope I can find more students showing excellence that can be my helpers.          Narrate positive student behavior          “I can see that ___ has their legs crossed ___ has their hands folded”</p>	
<p>9:35-9:45</p>	<p>SWBAT to identify ways to demonstrate excellence while sitting on the carpet for morning meeting.</p>	<p>“We are going to start with our morning meeting”</p> <p>Teacher will read aloud</p> <p>“good morning 211 superstars. Buenos dias.Today is Monday May 14, 2011. My name is Ms. Gonzalez and I will be your teacher for the next couple of weeks. I am excited and I am looking forward to working with you. What are some ways that students at Curtis demonstrate excellence?”</p> <p>Now, before we raise our hands to answer, I want you to take your think time about what excellence at Curtis means and what it looks like.</p> <p>Cold Call students- I am going to call on 3 students using popsicle sticks to share their answers. Be ready to share. If you need help you can call on a friend for support.</p> <p><b>Popsicle Sticks w/student Names</b></p> <p>“Our classroom revolve around the super star expectations. While I am in your classroom, I expect that you will respect me by following direction and showing excellence just like you would if Ms. Griffith were here. WE have talked about our consequences and we know what not following directions will mean. I know that you will do your best to show me excellence and I look forward to all the fun teaching and learning that will occur in our room.”</p>	<p>Morning Meeting Board w/Message</p>

<p>9:45-10:00</p>	<p>SWBAT to identify a body movement associated with their name to demonstrate to class.</p>	<p>“Now that we have discussed our rules and expectations, since we are going to spend so much time together, we also need to learn how to have fun with one another. We are going to play the “good morning game. Each one of us will have a turn of our own. When it is our turn we are going to say GOOD MORNING 211 superstars, my name is _____ and you will choose one movement/or dance. Once you are done then everyone will say good morning to you just the same way. SO for example, if it is my turn, I will say GOOD MORNING 211 my name is Ms. Gonzalez (show students snake movement), and now you will say Good MORNING MS. Gonzalez and repeat the movement. Let’s practice one more time.”</p>	
<p>10:00-10:10</p>	<p>SWBAT to line up at a level 0 to transition to specials</p>	<p>“I’m so glad that we had a chance to spend our morning getting to know one another a little bit better. Now it is time for us to get ready to make our way down to art. When we line up our bodies will be facing forward, our hands are at our sides, and we are moving with quiet feet. I saw that during our morning meeting I noticed that _____ and _____ did a great job participating, they were following directions. I want the two of you to model and demonstrate to the rest of our class how we will line up quickly and safely.”</p> <p>I think that they showed us a great example of what excellence looks and sounds like. I think the boys can do just as great and maybe even better. Boys at a level 0, walk to the line.          Narrate positive student behavior          “I see that _____ has his body facing forward, _____ has his hands at his side. NOW ladies, the boys did a marvelous job, let’s see if you can do it EVEN better, at a level 0, walk to the door to line up for art”          Narrate student behavior.          “I see that) _____ is at a level 0 _____ has her hands at her sides.”</p> <p>Now we are getting ready to move, remember we want to show everyone in the hallway and in our school building that we know how to demonstrate excellence. So as a reminder, our body is facing _____, our hands are at our _____, my mouth is a level _____. Line leaders take our line to the right and stop at the</p>	

		<p>water fountain.”                  Narrate student behavior “ I see that ____ is on her square/ is facing forward/at a level o” I see that _____ forgot how we demonstrate excellence, move to the back of the line and you will be moving your star down when we return. Line Leaders stop at the end of the hall.”                  Narrate positive student behavior                  “Line Leaders take us around and step at the bottom of the stair way.                  Narrate Positive Student Behavior.                  Stop at the rail</p>	
<p>11:05- 11:15</p>	<p>SWBAT to transition from Art to the Bathroom, and back to our room as safely and as quickly as possible.</p>	<p>211 I’m glad that you had a great morning in Art. Before returning to our room we will be stopping at the bathroom. Your job is to move as quickly and as safely as possible. Remember that when in the hallway, we demonstrate excellence. Line Leaders, take us to the first rail.                  Narrate student positive student behavior.                  “I see _____ is at a level o, _____ has their hands only on the brown rail”                  Around the rail and to the top of the stairs.                  Narrate positive student behavior.                  Ladies you will go with Ms. ___ to the bathroom, gentleman you will come with me.                   “Gentleman we are demonstrating excellence by staying at a level o. Your feet are on your own square. Stop at the water fountain. Stop in front of the bathroom door. _____ I see hear your mouth is not at a level o, move to the back of the line and you will be moving your star when we get to the class.                   Continue to Narrate Positive Student Behavior                   Three gentleman at one time, you have 30 seconds to go in, use the bathroom, and walk back into line at level o. We want to make sure we are ready to go by the time the ladies get down here.</p>	

		<p>Narrate positive student behavior as students wait in line: "I see ____ is on his square, ____ is at a level o</p> <p>Begin countdown if students are not moving quickly ____ you are back in line at a level o in 10, 9, 8...</p> <p>Now that the ladies are here, boys turn the line around and stop at the top of the stairs.</p> <p>Narrate positive student behavior: "I see ____ has their hands on the brown rail, they are facing forward, and are at a level o"</p> <p>Go around and up the stairs.</p> <p>Narrate student behavior.</p> <p>"Turn the line around and stop in front of our door. Circulate around students. When we walk into the room, we are going to go back to our spots on the carpet at a level o. When you are on the carpet, your legs are crossed, your hands are folded, and you are sitting at a level o, waiting for directions. Ladies you may enter.</p> <p>Narrate positive student behavior. I see ____ is on her spot, she's at a level o</p> <p>"Boys you may enter. Narrate Positive Student Behavior</p>	
--	--	--	--

<p>11:15-11:35</p>	<p>SWBAT to identify hopes and dreams for their 3<sup>rd</sup> grade academic school year.</p>	<p>“211 as we were walking today, I noticed that there were some great examples of students demonstrating excellence. We are now in the month of May, and we are more than half way done with the school year. That means that before you know it, you will be with your new 3<sup>rd</sup> grade teacher. So we have to start preparing for such an important part of our school careers. One way to prepare is to demonstrate what we have learned in second grade by demonstrating excellence through our behavior in our classroom, in the hallway, and when we move to specials.</p> <p>Another way is that we can start preparing mentally, that means inside of our head. We can start thinking about what our goals, plans, or dreams are for next year. Today for writing, we are going to brainstorm, we are going to explore different goals that we can make for ourselves for next year. By the end of writing, each one of you will have created your own hopes and dreams handout that we are going to hang in the hallway so that we can share with the school, that we are ready for third grade.</p> <p>So in order for us two explore some goals, I have a web chart that we are going to complete together. Inside of our web chart, I have written the words Hopes/Dreams-3<sup>rd</sup> grade, so that we know that all of the ideas that we come up with have to do with that one important concept/idea. Take a moment to think, what are some possible hopes and dreams that we can come up with. Use your think time.</p> <p>Hmm I see some good thinking going on, I can see that _____ is using their think time. Now if I were to sit here and think about a hope/dream, I would write to become a better reader/prepare for the ISAT, work on my multiplication.</p> <p>What are some things you can come up with?</p> <p>Call on student volunteers-chart student answers.</p> <p>Now that we have some ideas, each one of you is going to get your own hopes and dreams chart. I need your help to fill mine out. My hopes and dreams for third grade are to .....” So when you go back to your tables, you will have time to complete your own cloud and tell us about a</p>
--------------------	--	---

		<p>hope/dream that you have for next year. Before I release you back to your desks, I need a volunteer that can tell me what we will be writing in our clouds                  Call on student volunteer.</p> <p>I see that the boys/girls have been doing a great job using their listening and participation skills, you may walk back to the table at a level 0 and get started.</p> <p>Narrate Positive Student Behavior</p> <p>Let’s see if the boys/girls can do a better job</p> <p>Narrate Positive Student Behavior.</p> <p>“I can see that table ____ has taken out their clouds. I see some great thinking going on at table _____. Table _____ is at a level _____”</p>
<p>11:35- 11:40</p>	<p>SWBAT to transition from</p>	<p>Initiate Clap Signal.</p> <p>“I can see that not everyone was with me on our group signal, so ___ you will be moving your star. Remember we are shooting for excellence, lets try that again.                  Clap signal</p> <p>It is now time for lunch, so at a level 0, pass your papers to the side of the table and show me listening position in 15, 14, 13, 12 , 11, 10.....</p> <p>I see some students that are not demonstrating excellence, they are not showing me listening position, so _____you will move your star down.”</p>

		<p>Narrate Positive Student Behavior.</p> <p>If you have a lunch item, at a level o, please go to the closet and get the item. You will have 15 seconds.</p> <p>Everyone else, when I call your name, please come get your ticket, and show me you are ready to demonstrate excellence in the hallway.</p> <p>Call student names</p> <p>Narrate student behavior.</p> <p>“I am listening I am listening to Ms. Gonzalez Im facing forward, im facing forward at a level o, at a level o”</p> <p>Narrate student behavior.</p> <p>I can see ___ has their hands at their side, they are a level o.”</p> <p>Line leaders guide us to the top of the stairs. Down the stairs Around the stairs Down the stairs Around the stairs Stop at the end of the rail.</p> <p>Narrate positive student behavior.</p>
--	--	--