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**Classroom Management**

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**CHAMPS Transition and Activity CMP #5**

**TRANSITION**

**Transition:** Moving from the lecture area of the classroom into study groups for group projects.

**Conversation:**

Students may have discussions as they move from their desks to the tables and reading areas. They may discuss what they would like to work on as a group within their group. Conversation can last until they have gotten to their new seats, and then they need to focus on the task at hand.

**Help:**

Students should ask within their group for assistance first, as their fellow classmates may know the answer. If the group cannot answer the question, they can sit down and raise their hand and keep it up quietly until I come over to assist them.

**Activity:**

The aim of this activity is to move seamlessly from the lecture area and its desks to a more free-flowing area (either the writing/computer center or the reading area) while conserving as much time and order as possible. Then, the groups should work on their projects together quietly.

**Movement:**

Some movement will be acceptable, including bathroom breaks, sharpening pencils, getting more paper, etc. They will need permission to leave the room for the restroom, but as long as they are staying focused, they do not need to ask for permission to get up and move around the classroom for a short while.

**Participation:**

Students can show they are participating by sitting down as quickly as possible and getting to work. Students that are not participating are those that are wandering around the classroom without transitioning to their center.

**ACTIVITY**

**Activity:** A group history project as an end of unit informal assessment.

**Conversation:**

I am absolutely expecting student conversation within a group project! They should only talk within their group, and this conversation should be focused on the task at hand. I do not plan to enforce a student limit to conversations, I am more worried about noise level. This should be an ongoing conversation throughout the project.

**Help:**

Just like when they transitioned, students should ask for help first from their group, but if their group has no response, then they should raise their hand and wait quietly for me to come over. Should they have to wait a while, I will acknowledge their hand, and then they can sit quietly and work on another aspect of the project while they wait for me to come over.

**Activity:**

This activity is a group project, so it should be a time where small groups of students can brainstorm a project they will present at the end of the unit. Each day they should have a goal in mind to complete (example: day one we brainstorm an outline, day two we research, day three we draft, etc.), and they should be working to completion of the project within the unit’s time limits.

**Movement:**

Like during the transition, some movement will be acceptable, including bathroom breaks, sharpening pencils, getting more paper, etc. They will need permission to leave the room for the restroom, but as long as they are staying focused, they do not need to ask for permission to get up and move around the classroom during the group project time.

**Participation:**

Students can show that they are participating by talking quietly amongst their group and utilizing the provided resources. I should hear conversations that are focused on the task at hand. Students should be minimizing times they get out of their seat unless absolutely necessary. It will be evident to me that a student is not participating if they are sitting without speaking or working or are constantly out of their seat.

