

# Routine Mini-Lesson 1: Using Student Folders

**Time:** 15 mins

**Grade Level:** 9-12

**Routine:** Setup and Explanation of class organizational system

## Materials Needed (to teach the lesson)

Provided by teacher:

- Uniform folders of various colors (at least one for each student).
- Each folder pre-filled with:
  - One syllabus
  - One “draft” classroom contract
- Folder storage: several magazine holders, labeled with class section.
- Post-its

## Procedure

1. Setup
  - a. Students will have already gone over the syllabus and filled out ONLY the first part of the two-part classroom contract handout.
  - b. Teacher spreads out the multi-colored folders on a table. As the students enter the room, they’re asked to take folder of their choosing and choose a seat.
  - c. Ask students to please label their folder with:
    - i. Their preferred name (how they like to be called) in large letters.
    - ii. Their student number (if applicable)
    - iii. The class name, section, year
    - iv. Their full name on the bottom corner.
2. Teacher explains the purpose and use of the in-class folders:
  - a. From now on, these folders will be stored in the magazine holders (show the location).
  - b. Students will pick up their folder as they enter the classroom, and put it back when they leave.
  - c. Each day the folders will contain the handouts needed for the day. They will also contain any ongoing or unfinished paperwork (including labs), and any work missed due to absence. It will also contain any graded items being given back.
  - d. Once the period starts, attendance will be taken based on the folders left over.
  - e. The folder can also be used to ask questions or request help from the teacher.
  - f. Teacher displays his/her example folder, which contains a syllabus and a classroom contract assignment. He/She points out that there are is a post-it on

- the folder pocket with a general question, and a post-it on the classroom contract assignment with a specific question about that assignment.
- g. Teacher shows that post-its are stored next to the folders for this purpose, or students can bring their own.
  - h. Finished items should not be left in the folder. Anything that is complete should be brought home, unless a student has an active question and adds a post-it to it.
3. Teacher rehearses use of the in-class folder:
- a. Teacher asks a student which of the assignments will be going back in the folder today. *Remember, the folder should only contain work that is still in-progress!*
    - i. Student should identify that the unfinished classroom contract handout will go back in the folder, but the syllabus will be taken home.
  - b. Teacher asks each student to write at least two post-it questions. One should be a general question about the class, placed on the inside folder pocket. Another should be a question about the classroom contract handout, which should be placed on that document.
    - i. Students are given a few minutes to think about and write these questions, and place them appropriately.
  - c. Teacher checks everyone's folder. If short on time, check only a few and have those students check others.
  - d. Teacher gives a few extra minutes before the bell for students to identify the correct magazine holder for their folder and file it there appropriately.
4. Teacher reinforces use of the folder (NEXT DAY):
- a. Teacher reminds students to take their folders when they come.
  - b. Teacher observes use of the folders and offers corrections when necessary.
  - c. Teacher reminds students to file their folders when they leave. For the first week students are specifically reminded to file their folders at the end of class as well, and given a little extra time to do so.

### Accommodations for varying learners

- The student folder is meant to be a quick, discreet way to communicate with students with different needs, or provide additional support resources to those who need them.
  - For example, a quick list of upcoming vocabulary words could be added to an English-language learner's folder before starting each unit.
  - Graded items no longer need to be handed out publicly, which wastes time and also risks student embarrassment.
- The student folder system also allows more direct and frequent student-teacher communication, which benefits students of all levels.
  - Students can comment on their own work with questions and requests for help or clarification using the post-its.
  - The names on the folders helps teacher more quickly learn student names and learn of student preferences.
  - How the students use the folders helps teacher understand their learning styles.

- For students who have trouble with written communication, they need not rely heavily on the folders; it is one of several options for teacher communication.
  - They may also meet with the teacher after class or even leave a note in the folder requesting the teacher call home that night for a private conversation, etc. (with parents' prior permission, being cognizant of school policies).

## Routine Mini-Lesson 2: Lecture to Lab Transition

**Time:** 15 mins

**Grade Level:** 9-12

**Routine:** Moving from Lecture space to Lab stations

### Materials Needed (to teach the lesson)

- Student safety clothing:
  - Lab coat / apron
  - Gloves
  - Goggles
- Lab Example
- Lab Notebooks
- One Pen, One Pencil
- Scientific Calculator

### Procedure

1. The teacher would have already reviewed lab safety concerns and emergency procedures.
2. The teacher explains lecture-to-lab transition procedure.
  - a. Teacher explains the four major requirements for transitioning to lab (These should be **written on the board**):
    - i. Be properly dressed before entering the lab area
    - ii. Proceed to and from lab stations in an orderly manner
    - iii. Have all required materials at the lab stations (and no extra materials)
    - iv. Keep walkways clear in the lab area
  - b. Teacher states that the following procedure will ensure all of the above, and writes the seven steps on the board:
    - i. **Written:** 5 minute focus-up; **Spoken:** "You'll will be given five minute warning before lab starts. This is a signal to stop any classwork or group work and time-out any conversations with your peers to get ready. Think of this moment as clocking in at work; it's time to focus!"
    - ii. **Written:** Put on gear; **Spoken:** "You'll then stand next to your desk to put on lab gear (lab coat/apron, goggles), and sit when you're done."

- iii. **Written:** Gather materials; **Spoken:** “Once you’re dressed, You’ll quickly gather all the materials you need, like your pen, pencil, calculator, lab guide and lab notebook. Everything else should be stored in your backpack and placed under your chair. You can bring other optional useful materials like rulers and masking tape, but keep in mind lab rules - *no bottled water.*”
  - iv. **Written:** Walk to your stations; **Spoken:** “When everyone is ready, I’ll call row 1 to head back to their lab stations. When you notice the row beside you has emptied, your row should go ahead and start heading back.”
  - v. **Written:** Don’t abandon your station! ; **Spoken:** “Once you’re at your lab station, you should have everything you need; you shouldn’t need to move around! If you need to grab something, get a drink of water or go to the bathroom, make sure it’s only one lab partner at a time.”
  - vi. **Written:** Wrap up and reverse the process! **Spoken:** “At the end of the lab period, I’ll give you a ten minute warning to wrap up your experiment and clean up your area. At the five minute warning, you’ll make sure all lab materials are put away. Gather up all your belongings and head back to your seats in an orderly fashion, front stations leaving first. Wait until you’re at your desk to take off your gear!
  - vii. **Written:** Be Mindful! **Spoken:** We’re all sharing this space, and things won’t always go perfectly, so be mindful of those around you! Walk slowly, respect each others’ personal space, and out of respect for your labmates, always be prepared.
3. The teacher rehearses procedure:
    - a. Teacher leaves the instructions on the board and the class runs through the steps by physically performing each one - the teacher does it too! Everyone moves through the steps of quieting down, getting prepared, walking back to their lab stations, then returning to their seats and taking off their gear.
    - b. If there is time, instead of just walking back and returning right away, students can take the time at their lab stations to perform their required lab station inventory checks.
  4. The teacher reinforces procedure:
    - a. If students need extra reinforcement, teacher may choose student names randomly from a jar to explain each step, and another to explain why we do it. *Students may pass if they don’t wish to speak.*
    - b. Teacher leaves the steps up on the board for reference for at least the first few lab periods.
    - c. Teacher maintains high expectations for student adherence to the “four major requirements for transitioning to lab.” If students get lax after a few times, teacher takes a short time to re-teach using reinforcement step A.

## Accommodations for varying learners

- Teacher may modify procedure to accommodate students with disabilities or differences in student or classroom needs.
- Teachers may provide the steps in a handout for students to refer back to. Teacher may also provide a handout in student's native language (if ELL)
- Teacher should be responsive to student feedback, make modifications as needed, and either firm up or relax procedure as necessary. If students are respectful of one another and bend the rules while still making the transition to lab quickly, efficiently and quietly, the teacher should not stick rigidly to the procedure as long as students are still adhering to the "four major requirements."
- To further reinforce the respectful/"business-like" atmosphere, add extra authenticity, deepen student engagement, or just for fun, teacher may also include in this lesson assignment of student jobs. Each lab group should have seven roles:
  - **Operations Manager** (Knows all Procedures)
  - **Safety Manager** (Aware of Safety & Hazards)
  - **Resource Manager** (Keeps track of all Materials/Instruments)
  - **Information Specialist** (Recording/Data Analysis)
  - **Collaborations Specialist** (Encourages Teamwork / Equal participation)
  - **Communications Specialist** (Ambassador - can move around classroom - *within reason* - to ask others for input or ask the teacher questions for the group)
  - **Cleanup crew** - EVERYONE should participate
    - Lab groups will be 2-4 students and they should split up the jobs as equally as possible. In groups of 3, each student should choose one "Manager" job and one "Specialist" job. The jobs just refer to the "expert" in the group although all students should be willing and able to participate in all things (except cleanup - everyone does this!).