

11. Created learning centers which allowed students to make choices in what they were interested in learning (this increased students' motivation to learn). Before opening a center for students to choose, the students were told and shown how to access the supplies for the center and what behavior they should exhibit while participating in that center work.

- Listening center
- Student reporter
- Students read and wrote a book report.
- The students acquired pen pals.
- Traveled with a passport.
- Evaluated an author's writing.
- Wrote in their never-ending story notebook.
- Traveled in space (computer program)
- Chose a subject, wrote a research paper, and gave a presentation.
- Purchased classroom supplies from the classroom store.

12. Virtual learning experiences:

- The students published their monthly writing genre and read it during an Author's tea.
- Science fair entry
- Art was used to enhance literacy.
- Students created a poem to honor their mothers.
- Students created an invention.
- Field trips
- Classroom stamp factory
- Classroom website

13. Prepared students for taking a test. Taught strategies for multiple choice tests, practiced listening skills, and hydrated students before they took a test.



Setting Up a Classroom to Motivate Students to Want to Learn. ©2023 BEE™

1. Established classroom rules and how they were enforced:
 - Every Child submits two critical rules on an Index card.
 - The teacher writes all submitted rules on the chalk or whiteboard for consideration.
 - Students unanimously vote on the 4 or 5 classroom rules which are written and displayed on a poster.
2. A Chart to enforce the classroom rules:
 - Labeled C for Conference - "No one wants to go to conference."
 - Labeled W for Warning - Everyone got one chance to improve an incorrect behavior.
 - Labeled R for Restroom - Everyone can put on a lanyard (one student at a time) and leave to use the restroom by putting their name on R.
 - The bottom of the chart holds all the names of the students on wooden clothes pins.
3. Consequences for going to conference:
 - a. The student filled out a paper:
What did you do?
Why did you do that?
Who was involved?

Who was affected by your actions?
What should you have done?
Who needs an apology?
What needs to be done for restitution?
What will you do in the future?

- b. A conference was held with the student, the parents, and the principal:
The student read the answered questions to the teacher, parents, and principal.
The student read the apology letter or letters.
The student gave the apology letter or letters to those that were affected.
From that moment on the offense was never mentioned again.

4. Create a Safe Zone:

- Children felt safe asking questions. If the class or the teacher did not know the answer to a student's question, the question was written and remained on the chalk or whiteboard until the question was answered.
- Children were safe when they answered a question whether they were right or wrong. No criticism or rude remarks were ever allowed. Students were rewarded for politely letting the teacher know if the teacher made a mistake.
- Teach the students how to use a 4" whisper when they want to talk to someone. Use a raintree to bring down the volume of talking in the classroom, provide instructions, or change subjects.

5. A Classroom Chart of the schedule of the day helped the students know how much time they had per subject.

6. A Character Education theme and program was presented at the beginning of the year to help promote good behavior qualities.
7. Develop a systematic way to track and move students from one level to the next level of reading. Students need to read on a non-frustration level to make good progress in their fluency and comprehension reading ability. I made reuseable book bags that fit on the students' chairs. This is where their books were placed along with an Index card in a pocket that tracked their reading level.
8. Useful classroom tools to manage students' needs:
- Classroom Dictionary made with a poster board and pockets labeled with the alphabet. A 3" x 5" index card was in each pocket. This helped students become responsible for spelling words correctly. A student could ask an adult to spell a word if the word was not written on the card already.
 - Signs on a chalk or whiteboard where students wrote their names to signal to the teacher for help.
 - Effective use of volunteers in the classroom improved students' performance.
9. Established an incentive program: Students earned classroom money to buy school supplies from the classroom store.
10. Students came into the classroom each morning knowing exactly what was expected of them. They filled out a form that corresponded to the focus of their nightly reading assignment. Summarized, related to a personal experience, related to another book, or asked a question and predicted the answer. These strategies were taught during small group reading instructions.