

Classroom Room Lesson Plan Example

This document is an example of a classroom lesson plan used to teach behavior expectations and procedure.

Procedure: Exiting the Classroom

School-wide Expectations: Safe, Respectful, Responsible

Rationale:

Being safe, respectful, and responsible when exiting the classroom allows for a smooth transition from one class to the next and allows students to maximize their time in between classes to get from one classroom to the next.

Steps of the Procedure:

1. Students pack up materials only after the teacher indicates end of class – the teacher dismisses the class not the bell
2. Teacher moves to door and dismisses students by rows
3. Students wait quietly for row to be called
4. When row is called, student takes all materials and walks quietly to the door
5. Teacher may require an exit task on the way out the door
6. Students pack up materials only after the teacher indicates end of class – the teacher dismisses the class not the bell
7. Teacher moves to door and dismisses students by rows
8. Students wait quietly for row to be called
9. When row is called, student takes all materials and walks quietly to the door
10. Teacher may require an exit task on the way out the door

Examples:

Behaviors that demonstrate classroom expectations within the procedure (e.g., listed on the classroom matrix):

- Safe: Walk quietly to the door; Listen for the exit task; Wait for row to be called
- Respectful: Pack up after teacher indicates the end of the class; Pick up any trash and throw it in the trash can on the way out the door
- Responsible: Take all of your materials with you; Complete exit task if there is one assigned

Non-Examples:

- Packing up materials when the bell rings

- Getting up and moving to the door before your row is called
- Leaving trash or other materials behind
- Talking with a friend while waiting to be dismissed from class
- Running to the door to leave
- Not completing the exit task

Teaching Plan

Presentation:

- The teacher will introduce the procedure for exiting the classroom by putting the steps of the procedure on the Smart Board:
 - Students pack up materials only after the teacher indicates end of class – the teacher dismisses the class not the bell
 - Teacher moves to door and dismisses students by rows
 - Students wait quietly for row to be called
 - When row is called, student takes all materials and walks quietly to the door
 - Teacher may require an exit task on the way out the door
- The teacher will introduce the behavior expectations for exiting the classroom by putting the part of the classroom behavior matrix for exiting the classroom on the Smart Board:

School-wide Expectation	Exiting the Classroom Routine
Safe	Wait for your row to be called Listen for the exit task Walk quietly to the door when your row is called
Respectful	Pack up after teacher indicates the end of the class Pick up any trash near your seat and place it in the trash can by the door as you exit
Responsible	Take all of your materials with you when leaving Turn in exit task if one is assigned

- First the teacher will model each step of the procedure as an example.
- Next the teacher will model some of the identified non-example behaviors listed previously. The teacher will be sure to clearly identify these behaviors as non-examples.
- Finally, the teacher will check for understanding by asking students questions about the procedure. For example:
 - “What is the signal that indicates the end of class and time for you to begin packing up your materials, the bell ringing or when I tell you class has ended?” / *indicate the end of class not the bell.*
 - “Can you move to the door to exit when all our materials have been packed up?” *No. You need to wait for me to call your row.*
 - “Will there always be an exit task to show me on your way out the door, yes or no?” *No*

Practice:

Student will practice the exit procedure. Teacher will signal the end of the class and prompt students for the steps of the procedure. Students will follow the procedure and exit the classroom (waiting in the hallway since class is not over). Students will practice at least twice to see how quickly they can move through the procedure. Errors will be corrected immediately having students redo the step where the error occurred.

Reinforcement:

Teacher will provide specific verbal praise to students during the practice along with the use of the Bearcat Bucks tied to students' demonstration of the school-wide expectations of being safe, respectful and responsible during the procedure.

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