The Key Elements of Classroom Time Management

Primary Stage
11th of March, 2015

Presented By: Duaa Mismar
English Curriculum Specialist
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</table>
| 11:00 - 11:30   | Orientation  
Outcomes / Icebreaker                                               |
| 11:30 - 12:00   | Task 1: Matching problems to solutions  
Task 2: Design your dream classroom                                   |
| 12:00 - 12:30   | Break                                                                   |
| 12:30 - 1:15    | Timing & Planning                                                       |
| 1:15 - 1:45     | Task 5 (Assessing appropriate time for some learning activities.)      |
| 1:45 - 1:55     | Shed light on some teaching practices                                  |
| 1:55 – 2:00     | SEC Evaluation Sheet                                                   |
Learning Objectives

By the end of this meeting, you will be able to:

✓ identify the main purpose of time management
✓ discuss most common class time management concerns
✓ match problems to their corresponding potential causes and solutions
✓ identify and explain the function of classroom resources
✓ recognize the role of some lesson components in controlling the time of the lesson.
✓ assess and allocate the appropriate time for some learning activities.
✓ provide some steps to minimize wasted hours in classroom
✓ Review
why time management is crucial to successful learning experiences?

• to optimize learning opportunities for students
• to maximize Cognitive progress in order for students:
  - to understand concepts better
  - to use what they know in different contexts
  - and to move from lower order thinking to higher order thinking
Worries in a Hat

10 minutes

• What have been the biggest concerns regarding class time?
Task 1/15 minutes group work

Match situations to their corresponding potential causes and solutions
<table>
<thead>
<tr>
<th>Identify the situation (Is it Working?)</th>
<th>Determine the Cause</th>
<th>Respond Appropriately</th>
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</table>
| **You’re running out of time**          | • Your plan was over-ambitious and included unrealistic time frames.  
• You underestimated how challenging students would find the task/activity/concepts.  
• You lost time by being less efficient than you could have been. | • Set realistic time for each activity. Make sure to wrap up the lesson in a way that assess students' acquisition.  
• You will need to adjust your planned objective/s for the next day’s lesson, given that you did not meet your original goal. |
<table>
<thead>
<tr>
<th>Identify the situation (Is it Working?)</th>
<th>Determine the Cause</th>
<th>Respond Appropriately</th>
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<tbody>
<tr>
<td>You still have time left</td>
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<tr>
<td>• Your practice content was not challenging enough</td>
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<td>• You do not plan adequate number of activities for the allotted time</td>
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<td>• You underestimated your students’ present mastery/understanding of the material.</td>
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<td>• Utilize Bloom’s taxonomy. Challenge your students and ask more complex questions.</td>
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<td>• Extend practice sessions to include a review of previous lesson objectives (but avoid the trap of reviewing material simply because the students “enjoy” the topic. Constantly push students towards your end goal) OR proceed to the next objective in your sequence.</td>
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<tr>
<td>Identify the situation (Is it Working?)</td>
<td>Determine the Cause There are many possibilities, including:</td>
<td>Respond Appropriately</td>
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| You’ve reached the end of guided practice and students still don’t get it/ learning did not take place | • You didn’t allocate enough time for guided practice.  
• Lesson material was more challenging to students than anticipated.  
• Mismatch between patterns of interaction and tasks. | • Extend your guided practice if students still need your support—don’t rush it. This is the critical phase that will “shape” your students’ comprehension of the concepts involved. The more deliberate, substantial and in-depth is your shaping, the less independent practice your students will require.  
• If it doesn’t seem like additional practice will be sufficient to clear up student misunderstanding, consider re-teaching the material or/and changing the pattern of interaction: group work or think-pair-share. |
Task 2/15 min

**Design your dream classroom**

- *Think of the main* resources that make the greatest difference in managing time in the classroom
- Draw up everything the teacher and the students will need to be able to achieve the learning outcome.
**Time Management Tools**

**Observation chart**

Use an observation chart to monitor how you stay on schedule and start learning activities

<table>
<thead>
<tr>
<th>Planning</th>
<th>Delivering /during the lesson</th>
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<tbody>
<tr>
<td>Activity</td>
<td>Allocated Time</td>
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Supreme Education Council
Timing & Planning

Classroom Management

Objectives

Transition Activities

Improving Pacing

the
Rules and routines

- Established rules and routines reduce the time lost on disruptions and disciplinary situations.
- The time-keeper role in group work is also a helpful one. Allocate a range of roles within group work activities (e.g. note taker, time keeper, turn taking monitor), so that one student within each group has to keep the others on task and on time.
Classroom arrangements

- Fairy tale chains
- Class debate
- Map Quest
- Back to back activity
What do we need to consider when we allocate time for each task?

- task design: strategy used and pattern of interaction implemented
- degree of complexity for each task & the DOK level it tackles
- students’ attention span & readiness
- students’ abilities and needs
- the pace of the lesson
Task 3 - Pair work (8-Minutes)
Grade 4 - Unit 4
Estimate the time each learning objective will take.

Identify 4 new words about seasons by matching pictures to flash cards appropriately
Discuss types of seasons through describing 6 pictures properly.
Relate pictures to verses during listening to a song about seasons correctly.
Role-play a conversation about seasons through using 5 given new words fluently

5 min
6-7 min
5 min
10 min
Grouping Strategies and differentiation

Tips to save time

• Give directions for group
• Assign groups?
• Establish routines for handling paperwork?

Ideas for forming groups

Multiple Intelligences

1 Mariam
2 Fatima
3 Noor
4 Aya

1 Mariam
2 Huda
3 Maha
4 Arwa
Transition

- Types of transitions:
  - Transitions between activities
  - Transitions between multiple settings

Task 4 /group work / 15 minutes:
Watch the video and fill in the 321 chart

https://www.teachingchannel.org/videos/improve-transition-time-management

<table>
<thead>
<tr>
<th>3 interesting ideas</th>
<th>2 Key words</th>
<th>1 thought to think about</th>
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</thead>
<tbody>
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</table>
Retention During a Learning Episode

- Prime-time-1
- Prime-time-2
- Down-time
- Practice
- New Information
- Closure

Time in Minutes:
- 0
- 10
- 20
- 30
- 40

Degree of Retention
“bookending” or “brightening lines” technique

ensure that both BEGINNINGS and ENDINGS are clear to all students
Re-express the following instructions, so you can enhance the level of specificity & “brighten lines” more clearly?

“Now that everyone has finished their worksheet, please pass it in and begin reading from the textbook on page 67. I will give you 5 minutes.”

“Everyone has finished the worksheet.. Jenny, would you sum up the main elements of the story for us? Okay, now that we understand the main elements of the story, let’s take 5 minutes to read and know what happened in the story which begins on page 67. you will have a 5-minute reading period.”
Improving Pacing: The Rhythm of the Classroom

it is the speed at which we move through a lesson or the rate of delivery for different parts of the lesson. The speed is not too slow and not too fast but appropriate to students’ needs
The “Age plus Two Rule”
= student’s age +2 minutes

e.g. (13 yr old can pay attention for about 15 minutes at a time.)

- half the students’ age.
- three activities each hour.
- the teacher should never do anything for more than ten minutes.

If we feel something is interesting, it is easy to pay attention; when something is not interesting, it is difficult to pay attention for long.
The “Age plus Two Rule”

<table>
<thead>
<tr>
<th>Grade</th>
<th>Attention Span</th>
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<tbody>
<tr>
<td>Grade3</td>
<td>9+2 =11 minutes</td>
</tr>
<tr>
<td>Garde4</td>
<td>10+2 + 12 minutes</td>
</tr>
<tr>
<td>Grade5</td>
<td>11+2 = 13 minutes</td>
</tr>
<tr>
<td>Grade6</td>
<td>12+2=14 minutes</td>
</tr>
</tbody>
</table>
ALLOCATED TIME FOR LESSON STAGES

1. **Lead-In**
   - Activity technique
   - 5 minutes

2. **LECTURE/INPUT**
   - 10 minutes

3. **Controlled Practice**
   - 7-10 minutes

4. **GUIDED PRACTICE**
   - 10 minutes

5. **Free Practice**
   - 10 minutes

6. **Lesson Overview**
   - 5 minutes

**Transition**
1- Read the given lesson in order to do the following tasks:
   a. determine the appropriate timing for each activity
<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Main Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify 4 new words about seasons by matching pictures to flash cards appropriately</td>
<td><strong>Teacher's Role</strong>&lt;br&gt;Introduce new words- guessing Game&lt;br&gt;- Display the new words FCs randomly on the board and ask students to guess and match.&lt;br&gt;- Have Ss open their SBs and check their answers.&lt;br&gt;- Play the CD track 5 have Ss listen to (seasons, winter, summer, spring and autumn)&lt;br&gt;<strong>Formative assessment</strong>&lt;br&gt;Ask Ss to do activity 1 WB p 34 and write the correct word under the pictures. Then read the words loudly.</td>
<td>1 min</td>
</tr>
<tr>
<td><strong>Student's Role</strong>&lt;br&gt;Guessing game&lt;br&gt;- Students discuss then guess the answers.&lt;br&gt;- Ss open SBs and check their answers.&lt;br&gt;- Listen to the CD, follow in their books and repeat in groups.&lt;br&gt;- Do activity 1 WB p 34 and write the correct word under the pictures. Then read the words loudly.</td>
<td>2 min</td>
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<tr>
<td><strong>Controlled Practice</strong>&lt;br&gt;Set up task:</td>
<td>6</td>
<td></td>
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<tr>
<td><strong>Group work</strong></td>
<td>3 min</td>
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<tr>
<td><strong>Whole class feedback</strong></td>
<td>3</td>
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<tr>
<td>Discuss types of seasons through describing 6 pictures properly.</td>
<td><strong>Pre listening (simultaneous round table’ strategy)</strong>&lt;br&gt;Tr hands out strips of papers containing questions asking the following questions:&lt;br&gt;What is the weather like outside in picture 1?&lt;br&gt;What is the weather like in pic 4?&lt;br&gt;What does the sun give us? Introduce the heat.&lt;br&gt;When do you go to the beach? What picture shows summer?&lt;br&gt;-Tr. Elicits ss’ ideas about the pictures</td>
<td>2</td>
</tr>
<tr>
<td><strong>Pre listening</strong>&lt;br&gt;Look at the pictures and describe what they can see in each picture. The expected answers: <strong>Expected answers:</strong>&lt;br&gt;Windy&lt;br&gt;Sunny. The (heat) is all around. In summer Pictures 5&amp;6</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>answering questions &amp; drilling</strong></td>
<td>8</td>
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<tr>
<td><strong>Whole class feedback</strong></td>
<td>3</td>
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Grade 4/unit 4/P :49/listening

Pre-listening:- Controlled Practice
DOK 1/ 6 min

1. Listen and match. Then say.

Four Seasons
It's autumn. It's autumn.
It's raining and it's cool.
I may stay in and read a book.
I might not go to the pool.

It's winter. It's winter.
It's blowing and it's cold.
I may wear my coat today,
'cause I might get a cold.

It's spring. It's spring.
It's sunny, let's go out.
I may go get some ice cream.
The heat is all around.

It's summer. It's summer.
It's very hot today.
I may go to the beach.
And I might swim and play.

2. Talk about what you may/might do today.

I might go to the market with my parents in the afternoon.
I may go to the beach.
I might swim and play.

Look!

A song

1. Look and write the seasons.

2. Look and write sentences. Use may/might and the words given.

3. Answer about yourself.

1. Which season do you like? Why?
2. Which season don't you like at all? Why?
3. What is one thing you may/might do this evening?
4. What is one thing you may/might do this week?
<table>
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<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relate pictures to verses during listening to a song about seasons correctly</td>
<td><strong>Teacher's Role</strong></td>
<td><strong>Student's Role</strong></td>
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<tr>
<td></td>
<td><strong>During listening</strong></td>
<td><strong>Set up:</strong></td>
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<tr>
<td></td>
<td>- introduce the listening task by asking a student to read the task instructions.</td>
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<td></td>
<td>- Have students just listen to the song/poem for the first time and match verses to pictures the second time.</td>
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<td></td>
<td>- Whole class feedback -- invite Ss to sing along with the recording.</td>
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<tr>
<td></td>
<td><strong>During listening</strong></td>
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<td></td>
<td>A student reads the instructions aloud. Listen to the song and match each verse to the corresponding picture.</td>
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<td>- during whole class feedback Ss give answers. after the second time</td>
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<td><strong>matching activity</strong></td>
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<td><strong>Whole class feedback</strong></td>
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<td><strong>Set up:</strong></td>
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<tr>
<td>Role-play a conversation about seasons through using 5 given new words fluently 5.4</td>
<td><strong>Post listening - Modelling &amp; Personalization</strong></td>
<td><strong>Free Practice</strong> (Think-Pair-Share)</td>
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<td></td>
<td><strong>(Think-Pair-Share)</strong></td>
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<td></td>
<td>Have two students model the first conversation.</td>
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<td>Highlight the importance of using may/might.</td>
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<td></td>
<td>Have students role-play the questions and answers in <strong>Formative assessment:</strong> students are able to role-</td>
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<td></td>
<td><strong>Expected answers:</strong></td>
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<td></td>
<td>I like summer, because I can eat ice cream.</td>
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<td></td>
<td>Check capital letters and full stops.</td>
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<td></td>
<td>Some students read own sentences aloud.</td>
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<td></td>
<td>Students role-play the</td>
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<td></td>
<td><strong>Set up:</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Free Practice</strong> (Think-Pair-Share)</td>
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<td><strong>Whole class feedback</strong></td>
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Grade 3/Speaking
Unit 6

Pre-speaking: Task 1: vocabulary review about desserts/matching activity for food and desserts 3 min
- Task 2: Brainstorming ideas about the people in the pictures 2 min
- Task 3: listen and follow 2 min

While-speaking: Set up the tasks carefully (2 min)
- Task 1: controlled practice / modelling for the conversation (3 min)
- Task 2: guided practice 2 in groups of three (10 min)
- Task 3: free practice (5 mins)
- 20 min

Starter: 3 minutes

Post-speaking/listening: Set up the tasks carefully (1 min)
- Task 1: Students listen and tick 3 min
- Feedback 1 min
- Task 2: writing sentences 10 min (puzzle game - differentiation) 15 min

Closure: 5 minutes
Lead in stage: vocabulary review lead in questions for discussion about the topic - 5 min

Starter: 5 minutes

Stage: Analysis of a TV program / roll the die activity - 15 min

Closure: 5 minutes

Stage: applying / design a poster for your TV channel activity - 20 min

Writing tip
When you write the time, put a colon (:) between the hours and minutes.

8:15 am
12:00 pm

We use am when we refer to a time between twelve o’clock at night and twelve o’clock in the middle of the day.

We use pm when we refer to a time between twelve o’clock in the middle of the day and twelve o’clock at night.
Grade 6/ Reading Unit 6 page 80

Stage: Pre –reading
- pre-teaching vocabulary (recognition)
- Making prediction -:
  7 min

Stage: while –reading
- TASK 1: checking predictions & matching titles to paragraphs
  8 min
- TASK 2: ROUD TABLE READING COMPREHENSION paragraphs
  10 min

Stage: post –reading
- TASK 3: WB /p55 vocabulary practice (production) 5 min
- Task 4: Shared reading SB practice fluency & pronunciation 10
  15 min

Starter : 5 minutes

Closure : 5 minutes
A final point about classroom time management...

- explain to the students exactly what the intended learning intentions of the lesson are;
- have smooth transitions;
- use countdown reminders e.g. 'You have 3 minutes left', 'You now have 1 minute left' - make sure students can see the clock in your classroom;
- be sure materials are ready;
- present instructions visually;
- check for understanding;
- choose most effective type of teaching;
- create a competitive atmosphere that helps to keep the pace brisk