

Learn how to keep materials organized to ease the confusion experienced during transition times.

Keeping materials organized will ease the confusion experienced during many transition times. How you organize the materials will depend on what items are used and how they will play a part in the lesson. These are a few examples of how teachers organized the materials to aid in a seamless transition time.

### **Sarah Jondahl, Art Activities, Brentwood, California**

Sarah has table groups. She assigns her students a number from 1–4 at each table group. When a transition cue is given:

- 2's come to the back of the classroom and retrieve one of each supply item for their group.
- 3's are responsible for bringing their group's completed artwork to the drying rack.
- 1's are responsible for cleaning up.
- 4's are responsible for returning any supplies to the back of the classroom.

She rotates these tasks so that everyone takes a turn doing different jobs.

Sarah keeps all materials in one location. She demonstrates what each item is used for and shows how they are organized for ease of use.

- Crayons are organized in bags to be shared by partner pairs.
- Cups of water are pre-filled and ready to be used for painting projects.



### **Stacey Hanson, Elementary P. E., Brentwood, California**

At the start of Stacey's class, she begins each class with the same opening steps:

- Students line up at their painted class number on the blacktop outside of the P. E. Room.



- Students are greeted and the lesson objectives are shared.
- The classroom expectations are shared.
- Materials for the day's activity are divided into buckets and organized on a rolling cart.



- When a transition cue is given, students are assigned to retrieve the materials for their small groups or teams. A different set of students is assigned to put away materials at the close of class.
- At the end of class, students line up at their painted class number outside of the P. E. Room. Stacey dismisses the class, and students return to their regular classroom.

### **LaMoine Motz, High School Science, White Lake, Michigan**

When students enter the science classroom/laboratory, the laboratory activity is summarized on the board. Students are instructed to answer several questions related to the previous day's lesson.

At the start of LaMoine's science laboratory class, students are given these instructions:

- When a transition cue is given, students report to their assigned lab stations.
- Upon cue from the teacher, lab partner #1 proceeds to the teacher demo station and obtains the laboratory procedure sheet and data report form.
- The class reviews the laboratory activity procedures and any safety precautions to safely conduct the laboratory experience.
- Upon cue from the teacher, lab partner #2 goes to the teacher demo table and obtains the necessary materials to conduct the investigative activity.
- Upon cue from the teacher, students begin the laboratory experiment, following the step-by-step written procedures.
- At each lab station, lab partner #1 conducts each procedural activity, with lab partner #2 recording the data/results in the appropriate sections on the data sheet.
- Upon completion of the activity, when the transition cue is given, lab partner #1 returns the lab materials to the teacher demo station and then returns to the lab station and reviews and analyzes the results with the lab partner.
- Upon cue from the teacher, each lab partner, using their completed lab data sheet, writes a 2-3 sentence conclusion. Teacher continues to circulate about the room to observe progress of the lab groups writing their lab conclusion.
- When the transition cue is given, each lab group returns to their assigned seat in the discussion area of the classroom.
- When the cue is given, each student engages in a formative assessment activity about their lab experience.