



Entering the Classroom

Your students can enter the classroom properly. Learn how to do this at the **Going Beyond** folder for Chapter 16 or scan the QR Code in the book.

An orderly classroom begins right at the doorway when students enter the room. They could enter and then wander around the room chatting with others, getting out their phones to talk and message, and sit in unassigned seats.

Or, they could enter and be ready to work immediately.

An excellent strategy to have students ready to work as soon as they enter is to greet and line up your students in an area outside your classroom. This is ideal for teaching students a how-to-enter-the-classroom procedure while welcoming them to class.

You can begin teaching procedures and routines the moment you meet students at the door on the first day of school. Begin by telling them how happy you are to have them as your students this year. Then tell them the procedure of what to do when they enter the classroom.

Ask any student who enters the room inappropriately to return to the doorway and reenter appropriately. You do not send the student out of the room but rather to the door. You do not want to send anyone “out of the room” in the very first minute; “out of the room” has a negative, humiliating connotation.

Do not make dubious remarks like these:

“Try coming in again correctly.”

“We walk into this room like ladies and gentlemen.”

“You walk in properly, understand?”

Rather, calmly but firmly, do the following:

1. Ask the student to return to the door.
2. Tell the student why.
3. Give directions for correctly entering the room. Be specific, such as
 - a. Go to your assigned seat.
 - b. Read the agenda to see what will be done in class.
 - c. Begin the bellwork.
4. Check for understanding.
5. Acknowledge the understanding. Read “specific praise” on page 206.

Rehearse entering the classroom the first week of school until it becomes a routine and you will have a wonderful school year.

Effective teachers have an opening of classroom routine where the students all know what to do.

I have begun each morning the same way since my very first day of teaching five years ago. I plan each morning the previous afternoon with a new schedule, a daily “I Can,” and make sure my bellringer is changed and ready so students can immediately come in and get on task.

Entering the Classroom (continued)

My first key ingredient to a good morning is music (classical, “The Piano Guys”). I then stand at the door to greet students. As students work, I check attendance and prepare for my first lesson of the day! This is also a great time to walk around and make sure students seem visibly OK, and if not, I give a hug and kind words. Remember, the day is early and, as their teacher, you can make it brighter.

Amanda Bivens
Dyersburg, Tennessee

I learned at Ball State University to have a plan put into place for the first five minutes of class, the most crucial part of beginning a successful day of learning. When the bell rings at 8:20 each morning and students are released to enter my classroom, I immediately meet them at the door to greet each one. This makes them feel welcome and invited to their learning environment. As they enter the classroom, they are met with a morning message on my easel giving them short and “to the point” steps on what to do when they enter. The first step is to hang their coats and backpacks up in their lockers, ensuring they have their “take home” folder in hand. Next is to find their seat, put their folder in their desk, get two pencils out, and sharpen them (if needed). Then, they know to quietly sit and begin working on their morning work/bellwork activity. I always have this out ready on their desks each morning. Once they finish, they choose a book from the book bag on their chair and read silently until I give them further directions. Planning and posting the steps that students need to take each morning, greeting them at the door, and having a bellwork assignment for them to work on when they arrive can make for a great morning, and wonderful day of learning.

Kasey Oetting
Muncie, Indiana

In five minutes, students walk into the room; retrieve their interactive notebooks; review the agenda, learning target, and essential question for the day (written on the whiteboard); and then, journal write to the prompt on the Smartboard.

Journal prompts often ask them to think about an idea connected to what we are learning about that day. After the five minutes (a timer is used), I often call on a few students to share their writing to begin instruction.

Brandy Hackett
Moberly, Missouri

There are more examples in ***THE Classroom Management Book*** under “First Five Minutes.” Even if you are reading this during the school year, apply and teach this procedure now.