

Instructional Activity: *Planning Behavior Expectations (CHAMPs)*

adapted from *CHAMPs: A Proactive and Positive Approach to Classroom Management*
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Your Name: Bret Hern

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Element of activity addressed: Pi Lesson Partner Time – Measuring circumference and diameter

Conversation

Can the students engage in conversation with each other or you during this part of your activity? If yes, with whom? About what? How many students can be involved in a single conversation? How long can the conversation last?

Conversation is permitted with your partner, at level 2 – library voice that can be heard only by your partner. There is no need to converse with the other students in the class during the activity. The conversation should be focused solely on the task of measuring the circumference and the diameter of your circular object.

Help

How will the students let you know they do not understand what you want them to do? How can they get your attention? How do students get questions answered? If students have to wait for help, what should they do while waiting?

If you need help or further explanation and cannot continue without it, raise your circular object in the air and I will respond.

Activity

What is the expected end product of this part of your activity? What will the product look like?

The activity should produce two numbers: the circumference (the measurement of the rim of the entire circle) and the diameter (the measurement of the linear distance from one edge of the circle to the opposite edge, through the center). The circumference measurement task is made easier with the help of your partner. Your partner can hold the object still for you while you measure it, perhaps holding onto one end of the string.

Movement

Can the students get out of their seats during this part of the activity? If yes, do they need permission? If yes, how do they get permission? What can they get out of their seat to do (e.g. pencil, drink, restroom, hand in/pick up materials)?

Being out of your seat BUT AT YOUR TABLE is acceptable, as the measuring process may require some movement around the table. The only other movement is to go to the poster at the conclusion of your measurement to record your findings.

Participation

What behaviors show students are participating fully and responsibly? What behavior show a student is not participating or otherwise actively engaged? What should a student do if they finish early?

Working cooperatively with your partner on the measurement task – both helping each other in turn – without loud talking or distracting activity will show that you are properly engaged. Failing to help your partner or share the materials correctly is evidence of a problem. If you finish early, Mr. Hern may ask you to help another team, otherwise sit with hands folded. The activity is fairly brief, so a small bit of quiet time is appropriate.

Instructional Activity: *Teaching* Behavior Expectations (CHAMPs)

Level of structure:

This group of students need:
High Structure

Describe your plan for TEACHING your behavior expectations (e.g. visual display, demonstration, practice).

I will do this with a willing volunteer from the class, and narrate my expectations as we go through the exercise.

1. We take turns measuring our circle's circumference first. Have your partner hold on to one end of the shoestring while you wrap it around your circle, marking where it makes it to the start. Then lay the shoestring out alongside the ruler to determine the linear distance.
2. After both have measured their circumference, next use the ruler directly to measure the diameter of your circle, going through the middle. Again, take turns.
3. When noting your measurements, do so in millimeters. There are 10 mm in each cm.
4. Record your measurements on the poster and return to your seat.

How will you "check for understanding?"

I will ask questions to confirm their understanding:

- What will you measure first?
- Can both partners measure their circle's circumference at the same time?
- What units should we use to report our measurements?

How will you monitor the expectations taught and provide feedback?

I will wander to each group in turn and observe, trying to catch them doing the right thing.

How will you address any students who are not following your expectations?

Quietly/privately, offering assistance if needed.