

Entry Routines

Entry Routines Defined

An entry routine is a classroom management strategy that is clearly explained, modeled, practiced, and implemented daily. Its design and purpose is to help students smoothly transition into the classroom and immediately engage in structured learning activities. Specifically, an entry routine involves students being properly acknowledged by their teacher, entering the classroom in an organized manner, gathering instructional materials, and immediately beginning an assigned task or activity such as a Warm Up/Do Now.

Threshold

Background:

Threshold is a technique for establishing clear expectations as soon as students enter or transition within a classroom.

Benefits:

Threshold helps teachers in establishing positive relationships with students, setting the tone, as well as establishing and maintaining a positive classroom culture.

Process:

1. Greet students by standing at the entrance into your classroom.
2. Consider using a physical greeting such as a fist bump, handshake, or an air high five while welcoming students into your classroom. Include brief verbal greetings to engage students and build positive relationships. Example: "Hey Maria, I love those shoes!"
3. Remind students of where they are, what they will accomplish, and your expectations. Example: "It's great to see you today, John! I know that you will do well on today's do well on today's assignments, and I am expecting great work from you!"
4. Politely but firmly instruct students to re-enter the room when their behavior is not meeting your expectations.

Helpful Tips:

- In effectively utilizing the Threshold technique, it is important that you consistently model what positive behavior looks like when greeting your students.

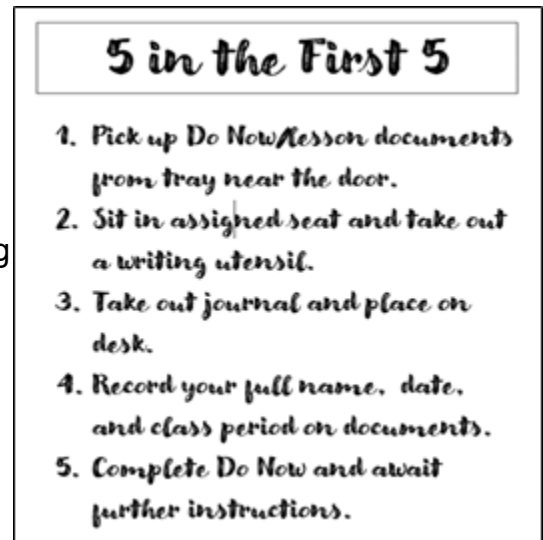
5 in the First 5

Background:

5 in the First 5 is a classroom management strategy that provides students with specific and manageable steps in preparing for daily instruction and assigned tasks.

Benefits:

5 in the First 5 provides students with clear and visible expectations, as well as a simple process for satisfying such expectations. When effectively implemented, the strategy can also help in minimizing classroom disruptions and/or off-task behavior.

**Process:**

1. Brainstorm and record 5 tasks students should complete within the first 5 minutes of class.
2. Before introducing and modeling your classroom *5 in the First 5* for students, create an anchor chart that includes simple instructions for completing each task. You might consider including visual representations or a visual cue for each task.
3. Post the anchor chart in an accessible area for quick reference—both for yourself and your students.
4. Plan time to explain, model, and practice your classroom *5 in the First 5*. Remember—consistency and reinforcement are key!

Helpful Tips:

- Set and project a digital timer to create a sense of urgency and ensure a smooth transition from the entry routine to the beginning of a lesson, task, etc.

Classroom Materials Distribution

Background:

Classroom materials distribution procedures are methods used in distributing instructional materials to students in an organized manner.

Benefits:

Developing and implementing effective classroom materials distribution procedures can help maximize instructional time and ensure smooth transitions from one classroom activity to the next.

Process:

- Make sure that material bins and areas are properly organized and labeled. Example: "Art Supply Boxes"
- Designate classroom materials managers to distribute classroom binders, notebooks, supply boxes, and other materials students will need to be successful in completing assigned tasks. You might consider having students apply for classroom management positions at the end of each grading period by submitting a resume or completing an application.
- Model and practice expectations with classroom materials managers. Make sure that classroom materials managers know where classroom materials are located, the process in which they are to distribute materials, as well as the amount of time allotted to distribute materials.
- Utilize efficient processes in distributing materials. Example(s): Passing art supply boxes left to right instead of front to back. When students are working in groups, pass materials to one person in each group. The student will then pass materials to the rest of his/her group.

Helpful Tips:

- Develop a signal to remind classroom materials managers of their duties and job

expectations. The signal should be simple, easily identifiable, and given at the threshold.

Reference

Lemov, D. (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass.