



# TIPS and TRICKS



## FOR CLASSROOM MANAGEMENT

### Physical Environment

- Materials in predictable locations to easily find items
- Behavior expectations posted for all to see
- Schedules so children can predict what their day will look like
- Keep visuals at eye level
- Visuals should be limited to the most important and frequently used images
- Arrange furniture to encourage behaviors you want to see (walking vs. running)
- Having activities set up when students arrive help set up structure for the day

### Schedule









- Keep timeframes appropriate for age of the children
- Attention to one activity can be sustained for 2–3 minutes per age of the child:
  - 2 years old: 4–6 minutes
  - 3 years old: 6–8 minutes
  - 4 years old: 8–12 minutes
  - 5–6 years old: 12–18 minutes
  - 7–8 years old: 16–24 minutes
- Think about the order of activities
- Transitions from home to school are an important way to start the day
- Play and social opportunities are mixed with academics and work

### Relationships









- Take part in the activities with your students
- Trust is key for children to want to choose to engage in appropriate behavior when with you.
- Model behaviors you wish for the children to imitate
- When a child does something you do not approve of, it is best not to simply ignore the behavior
- For every corrective piece of feedback that you give, you will want to balance that out with 4 positive pieces of feedback

## Effective Schedules (Preschool/Kindergarten Age)

### Effective Schedule Example

8:45-9:00		WELCOME
9:00-9:30		FREEPLAY
9:30-9:50		MORNING MEETING
9:50-10:15		BATHROOM & SNACK
10:15-11:00		OUTDOORS
11:00-11:45		CENTER ROTATIONS
11:45-12:15		LUNCHTIME
12:15-12:35		SILENT READING

### Less Effective Schedule Example

8:45-8:50		WELCOME
8:45-9:00		FREEPLAY
9:00-9:45		SILENT READING
9:45-10:00		WORKING SNACK (WORKSHEET)
10:00-10:45		MORNING MEETING
10:45-11:45		CENTER ROTATIONS
11:45-12:15		LUNCHTIME
12:15-12:35		RECESS





**GREATER NASHUA  
SMART START  
COALITION**

**My notes:**



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