

### Summer School

<b>Unit Name:</b>	Summer School	
<b>Lesson Title:</b>	Transitions	
<b>Objective</b>	7 <sup>th</sup> : SWBAT transition two-by-two to a designated location.	<b>Agenda:</b> <ul style="list-style-type: none"> <li>● Do First (7)</li> <li>● Hook (10)</li> <li>● Teachers as Students: (15)</li> <li>● Quality Transitions (10)</li> <li>● Let's Do It! (15/as needed)</li> <li>● Close (5)</li> </ul>
<b>Key Points</b>	<ul style="list-style-type: none"> <li>● While transitioning, we ensure we are remaining safe and moving urgently.</li> <li>● Safe and urgent transitions lead to a positive start to our next class and more learning time.</li> </ul>	
<b>Assessment</b>	7 <sup>th</sup> : Timed transition competition	

Lesson Sequence	Times (Age +2)	Learning Activities
	7	<p><b>Entrance / Do First:</b>  <i>"Before we jump into our do first we need to make sure that we understand two important words and how they are used at school. The two words are CHAOTIC and CALM. Let's start with the word calm. Silently think for 30 seconds about how you would define that word. Turn and Talk. Great, now let's hear from 2 or 3 students, how did you or your partner define calm?"</i>            Correct or clarify student understanding as needed. Follow the same pattern for the word chaotic.  <i>"The last word we need to make sure that we understand for today's class is the word transition. Who can tell me what the word transition means here at school? (looking for movement, changing classes). Now we are doing to work for the next 3 minutes drawing a visual representation of a <u>chaotic</u> transition. Draw a visual representation of a <u>calm</u> transition. Draw on separate sheets of paper. This activity is silent. Go."</i></p> <p>Circulate and interact with students as needed. At the end of the time practice how you want students to hand paper in / whatever your collection routine will be.</p>
	10	<p><b>Hook:</b></p> <ul style="list-style-type: none"> <li>● Teacher mixes up the papers and hands some of the papers back out to students (one paper to each student - a mixture of chaotic and calm drawings). Students respond to the following question on their paper:  <i>"Which type of transition do you have in front of you: a chaotic or calm? How do you know?"</i></li> <li>● Students share pictures and what they identified with a partner (chaotic or calm). They respond to the questions: what type of transition was this? How do you know? Orally. Teacher circulates and listens in on student conversations. Push conversations to go beyond basic descriptors. Have them give details that informed their decision on whether the picture was calm or chaotic.</li> <li>● Ask "What are the details that let you know that the picture is chaotic?" Record some answers on the board under the word chaotic. Do the same for calm. Use this as a reference to later have students use when talking about the video examples.</li> </ul>
	15	<p><b>Teachers as Students:</b></p>

- Teacher shows a video of teachers modeling the way their grade level students will transition. Teacher asks students to take notes about what they see teachers (as students) doing - specify that you want students to notice what the teachers SAY and DO.

*Exemplar responses:*

*7<sup>th</sup> grade – students are walking in pairs. Their volume is at a restaurant level. Students are stopping at stopping points. Students are calm.*

*8<sup>th</sup> grade – students are freely walking in the direction of their next class.*

- Students are directed to share with someone else at their table what they saw teachers doing in the video.
- Students are cold called to share full group (look for the exemplar answers listed above).

**Quality Transitions**

- Students fill in cloze or full notes on the following statements:

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<p>Strong transitions are important _____.</p> <p><i>Because they help us get to class quickly and safely.</i></p>	<p>Why are strong transitions important?</p> <p><i>Strong instruction helps us get to class quickly and safely.</i></p>
<p>In 7<sup>th</sup> grade, _____.</p> <p><i>We walk two-by-two.</i></p>	<p>How do we walk?</p> <p><i>We transition freely from class to class.</i></p>
<p>Our volume is _____.</p> <p><i>Voice level 2.</i></p>	<p>What side of the hallway do we walk on?</p> <p><i>We walk on the right-side of hallway unless we are lining up outside of classrooms.</i></p>
<p>We _____ before moving on.</p> <p><i>Stop at specific places in the hallway</i></p>	<p>What is the volume expectation in the hallway?</p> <p><i>The volume expectation is restaurant level.</i></p>
<p>We stay on the _____.</p> <p><i>Right-hand side of the hallway.</i></p>	<p>In which direction are we required to walk?</p> <p><i>We always walk in the direction of the next class. Turning the wrong direction is wandering.</i></p>

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- Reread the passage after all the blanks are filled in. Than move to the CFU's below:
- Full group Check for Understanding:
  - How are our lines organized? (cold call)
  - What is the volume expectation? (cold call)
  - What are two adjectives you could use to describe this transition? (cold call)
  - How will having this type of transition help us? (hands) – teacher stamps/adds on to response to ensure takeaway: helps promote a safe environment while still giving us

		a 'brain break' to talk to our peers; positive start to class; more time to learn and achieve our goals
15	<p><b>Let's Do It!</b></p> <ul style="list-style-type: none"> <li>Directions: Teachers say: <i>"Ok team, we're going to see how well we do with this! We're going to walk to the cafeteria 100% meeting our transition expectation. If we can all do this perfectly, we'll earn a full class +3 for quality. Perfectly means: use the success criteria for what you just taught in the cloze passage above".</i></li> <li>Teacher lines students up in the room ready to transition to the cafeteria. Students can leave everything with them.</li> <li>Teacher transitions students in the hallway.</li> </ul> <p>If 1-2 students do not meet an expectation, individually correct. If 3+ students do not meet an expectation, do it again. Practice multiple times – lots of praise and positive reinforcement.</p>	
8	<p><b>Close:</b> Teacher says: <i>We're going to compete with all the other class groups for doing the strongest transition in the least amount of time. We'll be transitioning from our room to the cafeteria. If we make a mistake on the way, we have to stop and fix it which will take time off the clock. The more perfectly we do the transition, the shorter the time will be. The winning class will get a jeans pass for tomorrow."</i></p> <p>Ready. Go. <i>Be rigorous – if something is not strong in the line, stop, correct, and keep going. Make sure to continue positively narrating and have your timer with you at all times.</i></p> <ul style="list-style-type: none"> <li>Take opportunities to give students specific praise about what they are doing well aligned to the CFS.</li> </ul>	

### Transitions

Student Actions	Teacher Actions
<ul style="list-style-type: none"> <li>Students stand directly behind the person in front of them.</li> <li>Students' hands are on their side – they are not touching walls or other people.</li> <li>There are no gaps in line.</li> <li>Students move with purpose.</li> <li>Students stop at pre-determined stopping points.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher walks away from students ("V") so that he/she can see the whole line.</li> <li>Teacher is seen looking and positively narrates while students transition.</li> <li>Teacher has pre-chosen 2-3 stopping points (for long transitions), so students stay close and are visible.</li> <li>If 1-2 students speak during the transition, teacher individually corrects.</li> <li>If 3 or more students speak during the transition, the team does it again.</li> </ul>

*Below are the student materials (guided notes) for this routine lesson.*

## Transitions!

What did you see teachers doing in the video?

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What did you see kids doing in the video?

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## Quality Transitions!

Strong transitions are important \_\_\_\_\_

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In 7<sup>th</sup> grade, \_\_\_\_\_

Our volume is \_\_\_\_\_

We \_\_\_\_\_

\_\_\_\_\_ before moving on.

We stay on the \_\_\_\_\_