control students. A time out is "a mild form of punishment that is especially suited for reducing disruptive behavior of kindergarten and elementary students..." (Long, 1985, p. 106). Time outs exclude disruptive students from the rest of the class. A teacher should use a time out for a student to calm down and return to the academic mind frame. However, there should not be a set number of minutes a student should spend in time out. Students should decide when they are ready to rejoin the class.

If a teacher has established a … formula for the number of minutes a child must spend in it [time out] then the results are likely to be no better than we would expect with any other technique designed to make children unhappy (Kohn, 1996, p. 48).

A teacher may also use the principle of response cost in the classroom. "Response cost procedures involve withdrawing a reinforcer based on the student’s engaging in inappropriate behavior" (Epanchin, Townsed, & Stoddard, 1994, p. 173). This punishment is suited for classrooms that use a token economy system. This is where students loose something as a result of incorrect behavior. In the token economy, "response cost consists of the loss of tokens and subsequent special back-up privileges because of the occurrence of inappropriate behaviors" (Long, 1985, p. 108). See Appendix F for examples of misbehavior that require the loss of tokens. Students should not loose an abundance of tokens for misbehavior, but the "loss of one or two tokens might be sufficient to inhibit the behavior" (Long, 1985, p. 109). Students value the token economy system and like the rewards it provides, so they correct behavior quickly when they have to take a loss.
To be a conscientious classroom manager, a teacher must consider an abundance of factors. Time must be delegated to plan the academic environment, set up ways to motivate students, and develop high levels of discipline. Mendler (1992) states it best, “Long after kids forget facts they will remember the people who most influenced them” (p. 28). An effective manager knows the importance of making the most out of each minute of the school day. A successful teacher is not afraid to have high expectations of students. Also, this teacher is not afraid to catch students who are working hard and reward them.
References


Appendices
Appendix A

Lesson Plan
Lesson Topic: The Grassland and Desert

Materials:
• biome booklet
• science text
• four sheets of white butcher paper
• pen/pencil
• crayons/markers/colored pencils

Instructional Objectives:
• The students will identify characteristics of the climate of the grassland.
• The students will identify characteristics of the climate of the desert.
• The students will identify plants and animals that inhabit the grassland.
• The students will identify plants and animals that inhabit the desert.
• The students will write down facts about the grassland and the desert in their biome booklets.

Anticipatory Set:
A display of posters with pictures of the desert and the grassland will be shown.

Instructional Input:
1. State objectives.
2. Tell the students that today we will be learning about the grassland and the desert.
3. Define grassland.
   a. Write on the board, "Grassland: a biome in temperate regions that has cold winters, warm summers, and uneven precipitation."
   b. Students will turn to page 126.
      1. What is the average precipitation of the grassland? (90 cm)
      2. Does this biome receive as much precipitation as the deciduous forest? (no)
   c. Students will turn to page 124-125.
      1. Where is the grassland located in the world? (North America, South America, Africa, Europe, Asia, and Australia)

4. Define desert.
   a. Write on the board, "Desert: is a biome that receives less than 25 cm of rainfall each year."
   b. Students will turn to page 126.
      1. What is the average precipitation of the desert? (16 cm)
      2. Why does the tundra receive less precipitation than the desert? (the tundra is too cold to receive more precipitation)
   c. Students will turn to page 124-125.
      1. Where is the desert located in the world? (North America, South America, Africa, Asia, and Australia)
Guided Practice:

The class will be divided into four cooperative learning groups. The students will be given roles, such as recorder, information gatherer, and presenter. Two groups will focus on the grassland and the other two groups will focus on the desert. A paper will be given to each group that has questions that need to be answered. Each group will gather information from the textbook and other books provided. The information discovered will be written on sheets of white butcher paper with markers. After the groups have found their information, each group will present their discoveries to the class.

Checking for Understanding:

Ask students:

1. What is the grassland like? (In temperate regions, it has cold winters, warm summers, and uneven precipitation.)
2. Why are the plants that die in the grassland each year still of value to the biome? (The plants return minerals to soil.)
3. What living things are found in the grassland? (Many kinds of grasses and insects, such as ants, locusts, and grasshoppers; small animals, such as prairie dogs; and carnivores, such as hawks, snakes, foxes, and coyotes.)
4. What is the desert like? (It is hot during the daytime and often very cool at night. It can be very hot in the summer and very cold, even snowy, in the winter. The average rainfall is only about 16 cm. The rain that does fall evaporates quickly.)
5. What are some adaptations that help animals survive in the desert? (Dry, scaly skin holds in moisture. Some animals are able to survive on water they get from seeds and roots they eat. Some are able to burrow underground to keep cool in the daytime. Some are nocturnal, searching for food at night when it is cool.)
6. Why would people be attracted to living in desert-like places? (They like the dry conditions and generally warm temperatures.)
7. In what ways might people living in the desert affect the organisms that live there? (Answers will vary. People might destroy them as they build homes and other buildings. People might trample small plants or scare away animals that live there.)

Independent Practice:

The students will add facts they have learned about the grassland and the desert to their biome booklet. They should discuss climate, plants, and animals that are found there by writing small paragraphs. They may want to include small illustrations.

Closure:

The words grassland, desert, nocturnal, and evaporate will be added to the word wall in the classroom upon completion of this lesson.

Resources:


Grassland

Describe the climate.
What types of plants live in the grassland?
How are the plants adapted to live in the grassland?
What animals live in the grassland?
How are the animals adapted to live in the grassland?

Desert

Describe the climate.
Does it ever snow in the desert?
What types of plants live in the desert?
How are the plants adapted to live in the desert?
What animals live in the desert?
How are the animals adapted to live in the desert?
Recorder
The recorder's role is to write down the information that the group discovers on the butcher-block paper. They must write neatly.

Information gatherer
The information gather looks for information that answers the questions the group must answer.

Information gatherer
The information gather looks for information that answers the questions the group must answer.

Presenter
The presenter uses the final product, the poster, to tell the rest of the class what the group learned.

Each group of students will need to have one recorder, three information gatherers, and one presenter.

The adjacent cards will be cut out and distributed to the groups. The students will choose the role they would like to do for this activity. If there are any problems in choosing the roles, the teacher will make the choice for the group.
Appendix B

Student of the Week
The student of the week will be chosen each Friday. The class will meet as a group to nominate classmates that meet the criteria. When a student nominates another student an example(s) must be given as to why the student deserves to earn the title of student of the week. I will write down the nominations on the board. Once all nominations are given the students will vote. I will then collect the ballots and announce the winner of student of the week after lunch. The student will receive a certificate and his/her's picture will be posted in the classroom. The classroom computer's screen savers will be changed each week to state the student of the week. For example, “The student of the week is Steven Smith! He has worked hard,” will scroll across the screen.

There is one stipulation with the student of the week. One student cannot win more than three times until everyone in the classroom has won at least once. This makes the students motivated to work together as a group, but does not limit hard workers.

The certificate for student of the week will change each six/nine weeks.
The student of the week is a person who...

1. Does neat work.
2. Completes homework on time.
3. Is friendly and kind to all classmates.
4. Helps others.
5. Listens to the teacher’s instructions.
6. Respects other people’s property.
7. Is responsible.
8. Shares with other people.
10. Does not give up and always tries his/her hardest.
11. Does not hurt others’ feelings.
12. Helps people with work.
13. Uses gifts and talents well.
14. Can be trusted and is reliable.
Student of the Week!

This is to certify that

is an All-Star Kid.

Has met the criteria for student of the week and has displayed exceptional academic actions this week!
You’re one of the nicest and greatest kids ever, and you’re liked just as much as can be!

Presented by
Miss Jacobs and the class.
Student of the Week!

This special award is presented to

Has met the criteria for student of the week and has displayed exceptional academic actions this week!

Presented by Miss Jacobs and the class.
Student of the Week

Presented by Miss Jacobs and the class.

The student who meet the criteria for student of the week and who displayed exceptional academic actions this week.
A+ 

A W A R D

Student of the Week 

Nice Job!

Has met the criteria for Student of the Week and has 

displayed exceptional academic actions this week.

Presented by Miss Jacobs and the class.
Appendix C

Learning Goals
**Learning Goals**

Directions:
1. Write your goals next to the correct day of the week.
2. You should have one or two learning goals for the day.
3. The following day, record your thoughts about reaching your goals and discuss them with a classmate.

<table>
<thead>
<tr>
<th>DAY OF THE WEEK</th>
<th>GOALS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
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<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

Token Economy
Students will receive Jacobs' bills for working hard. They can receive pay for good behavior at any time. This money can be exchanged for goodies from the Jacobs' Store on Friday's or any other announced time. The store will contain stickers, candies, books, toys, school supplies, homework coupons, computer time coupons, etc.

The students will pay $2 a week to rent their desks. However, they will receive bonus pay if they have perfect attendance during one week ($2), completed all assignments during one week ($4), been recognized as student of the week ($4), or just done something worthy of being recognized ($5).

The students will receive fines for not following classroom policies or rules. Examples, receiving a warning is free of charge (much like it is when the police give you a warning), breaking a rule or policy more than once (receives a fine of $2), a behavior conference with the teacher (-$4), a negative phone call or note home (-$4), sent to the principal (-$10). The teacher will determine other fines.

Parent donations are welcome and encouraged. The parents can donate money (buy stock) or donate goods to the token economy.
Appendix E

Certificates
Student of the Week!

This is to certify that

is an All-Star Kid.

Has met the criteria for student of the week and has displayed exceptional academic actions this week!
You're one of the nicest and greatest kids ever, and you're liked just as much as can be!

Presented by
Miss Jacobs and the class.
Student of the Week!

This special award is presented to

Has met the criteria for student of the week and has displayed exceptional academic actions this week!

Presented by Miss Jacobs and the class.
Presented by Miss Jacobs and the class.

Student of the Week

The designation for student of the week and

Exceptional Academic Sections

Appendix E-3
A+ Award

Student of the Week
Nice Job!

Has met the criteria for student of the week and has displayed exceptional academic actions this week.
Appendix F

Questionnaire
Dear Parents,

I'm writing to ask you to help me become a partner with you in your child's education. I know my teaching begins with making you child feel at home in my classroom. Please help me get to know your child better by completing the following questions. Thank you for your time in sharing with me your thoughts about your child.

Sincerely,

Miss Jacobs

Your child's name ____________________________

Last            Middle            First

What are your child's strengths?

What do you as a parent feel would be important for me to know about your child?

What does your child enjoy doing?

What things would you like to see your child achieve in school this year?

What ways would you like to contribute to our class this year (for example, reading books aloud to the class, computer tutoring, sharing cultural ideas, discussing what you do in your job, etc.)?

Your Name ____________________________ Date ______________________
Appendix G

Beginning of the School Year Letter to Parents
Dear Parents,

Welcome to another school year! This letter is designed to help you become familiar with my classroom expectations. I run a caring classroom, teach useful skills and knowledge, and give all a chance to improve. Students are encouraged to work together and I persuade them to do quality work.

Any student who is willing to work will ultimately succeed in this classroom. I am aware of fun and plan to help my students have as much fun as possible in what they do everyday.

Please review my classroom rules, incentives, and consequences with your child. We will also be discussing them in class.

Sincerely,

Ms. Jacobs

Classroom Rules

1. Follow directions.
2. Keep hands, feet, and objects to yourself.
3. Tell the truth, share, and finish all of your work.
4. Be prepared to work.

Incentives

<table>
<thead>
<tr>
<th>Individual pride in gaining more knowledge.</th>
<th>The student will receive a demonstration or reminder of the proper behavior.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal praise from the teacher.</td>
<td>The student will receive a verbal warning.</td>
</tr>
<tr>
<td>A positive note sent home.</td>
<td>The student will have a conference with the teacher.</td>
</tr>
<tr>
<td>A positive phone call to parents.</td>
<td>The student will lose all or part of recess.</td>
</tr>
<tr>
<td>Special activities.</td>
<td>The teacher will call home.</td>
</tr>
<tr>
<td>Student of the week.</td>
<td>The student will be referred to the principal.</td>
</tr>
<tr>
<td>Project or work displayed in school.</td>
<td></td>
</tr>
<tr>
<td>Other tangible rewards like stickers, pencils, etc.</td>
<td></td>
</tr>
</tbody>
</table>
Contract

We have received the classroom management letter and classroom policies.

_________________________ (Parent's name) have reviewed and discussed the classroom rules, incentives, consequences, and policies with our child.

Parent's
Signature_________________________________________
Date________________________

I ________________________________ (Child's name) agree to the classroom rules, policies, incentives, and consequences in Miss Jacobs' classroom. I also agree to have a wonderful school year full of academic growth!

Student's
Signature_________________________________________
Date________________________

For teacher's use only: Teacher received signed copy on
________________________
(date)
Homework and assignments will always be posted on the left side of the front chalkboard.

Students must sit in their assigned seats unless told to do otherwise. Sitting charts will change each six to nine weeks.

Students may only sharpen their pencils at the beginning of the school day or when they return from lunch.

If a student’s pencil becomes dull and it is in need of sharpening, he/she may put their pencil in the dull cup and take a sharp pencil from my pencil cup.

If a student does not have a pencil, he/she may borrow one from the teacher's pencil cup. He/she must then sign a paper pencil slip and put it in the cup.
Students will stop and look for the teacher when they hear the whistle blown on the playground at recess.

Students must ask permission to use items from the teacher's desk.

All homework must be turned into the "to be graded" basket on time. The only time papers will not be turned into the basket is when the teacher collects them.

Students may borrow a clipboard to use for working on assignments while sitting on the floor.

Students may not go to other areas of the school without teacher permission. This includes, but is not limited to, the bathroom and nurses office.
Appendix H

Parent/Teacher Pre-Conference Questionnaire
Dear Parents,

To make parent conferences more productive, I would like to have as much information as possible for the conference. You can help me by responding to the questions on the attached sheet.

If there are any questions that you do not care to answer, please feel free to leave them blank. I would appreciate your returning this questionnaire to me at least one day before the conference. If that is not possible, please bring it to the conference.

I value the time you are taking to help make this a rewarding conference. I look forward to seeing you next week.

Sincerely,

Miss Jacobs
Name: __________________________________________________________

1. My child's general attitude toward school this year is:

2. My child's greatest concern in school seems to be:

3. Some things my child does well are (these do not have to pertain to school)

4. An area I would like to see my child work especially hard in is:

5. Please list some positive qualities your child has so we can discuss good qualities at school (such as: trustworthy, patient, understanding, punctual).

6. Something I have wondered about this year is

7. Some things that seem difficult for my child are (not necessarily school work: example, doing small tasks with fingers)

8. Several subjects my child seems to enjoy are (include interests and hobbies)

9. I would appreciate any suggestions or comments you have that would help me work more effectively with your child. Feel free to explain your suggestions to the backside of this paper.
Appendix I

Communication
Record Sheet
This sheet can be used to keep track of communication with parents. The teacher can fill it in each time any type of communication is made. The teacher will write the name of the parent or guardian, the date, and check the appropriate feedback device.
Appendix J

Classroom Rules
Classroom Rules

1. Follow directions.
2. Keep hands, feet, and objects to yourself.
3. Tell the truth, share, and finish all of your work.
4. Be prepared to work.
Appendix K

Letter to Parents
Dear Parents,

Welcome to another school year! This letter is designed to help you become familiar with my classroom expectations. I run a caring classroom, teach useful skills and knowledge, and give all a chance to improve. Students are encouraged to work together and I persuade them to do quality work.

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Sincerely,

Ms. Jacobs

Classroom Rules

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2. Keep hands, feet, and objects to yourself.
3. Tell the truth, share, and finish all of your work.
4. Be prepared to work.

Incentives

- Individual pride in gaining more knowledge.
- Verbal praise from the teacher.
- A positive note sent home.
- A positive phone call to parents.
- Special activities.
- Student of the week.
- Project or work displayed in school.
- Other tangible rewards like stickers, pencils, etc.

Consequences

- The student will receive a demonstration or reminder of the proper behavior.
- The student will receive a verbal warning.
- The student will have a conference with the teacher.
- The student will lose all or part of recess.
- The teacher will call home.
- The student will be referred to the principal.
Appendix L

Contract
Contract

We have received the classroom management letter and classroom policies.

__________________________ (Parent’s name) have reviewed and discussed the classroom rules, incentives, consequences, and policies with our child.

Parent’s
Signature__________________________________________
Date__________________

I ___________________________ (Child’s name) agree to the classroom rules, policies, incentives, and consequences in Miss Jacobs’ classroom. I also agree to have a wonderful school year full of academic growth!

Student’s
Signature__________________________________________
Date__________________

For teacher’s use only: Teacher received signed copy on ____________________________ (date)
Appendix M

Token Economy
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Parent donations are welcome and encouraged. The parents can donate money (buy stock) or donate goods to the token economy.