

1

THE PROCEDURE

The Start of Class Routine

By establishing a morning or class routine, students will assume ownership of their learning. Students who know what to do in the classroom produce results; results produce learning and achievement.

1. Remove jacket or coat, your locker.
2. Empty knapsack or bag.
3. Put runners or inside shoes on.
4. Walk into the classroom quietly.
5. Have 2 sharpened pencils and necessary books ready.
6. Hand in all completed homework.

THE SOLUTION

The beginning of class routine sets the tone and pace for the rest of the period or school day. Successfully completing a routine the first few moments of class time will determine how productive the day will be.

This procedure provides these opportunities:

1. Students given responsibilities from the moment they enter the classroom
2. Students waste little instructional time by following a consistent routine
3. Teacher's time freed to welcome students as they enter the classroom

THE BACKGROUND

A routine is a process or action that is done automatically with no prompting. A morning routine is what students do on their own to prepare for class to start. Start each class or day with a routine in place so that learning can begin the first minute of the school day. The bell does not begin the class. The teacher does not begin the class. The students begin the class on their own by doing their routine. This process becomes as automatic as looking behind before pulling out of a parking space.

Preparing for the start of class is just as important as preparing plans for the daily lesson. Students do not need down time at the beginning of class—students are ready to learn the moment they step into the classroom. The effective teacher has a deliberate plan for beginning each class or period. The teacher sets the pace for the day's learning and gets students working even before the bell rings.

THE PROCEDURE STEPS

Establish a morning or class routine. Routines lend structure to our daily lives. Use some examples to show how routines are a part of our lives. Musicians and athletes warm up before playing or working out. Warming up prevents injury, helps focus on the task ahead, and leads to a better performance.

Similarly, **effective teachers establish a routine to prepare students for the school day or class period.**

In an elementary classroom, this is a typical morning routine:

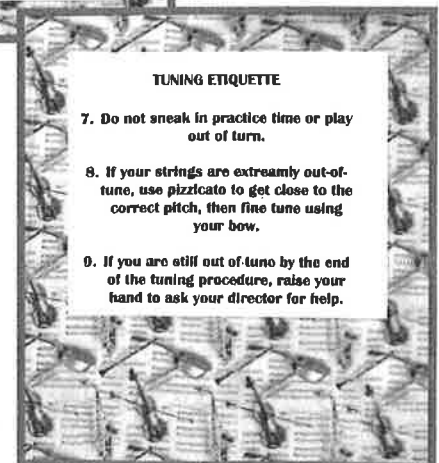
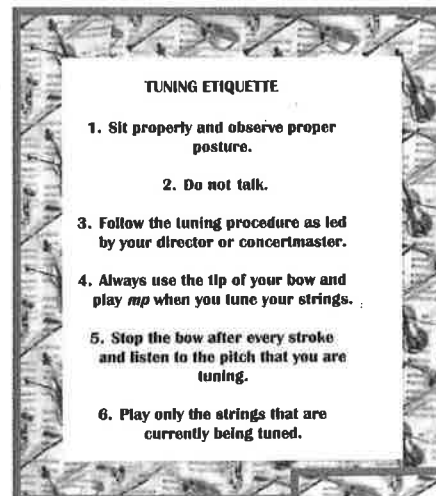
- Enter the classroom quietly.
- Remove coat or jacket and hang it up.
- Empty backpack or book bag.
- Get two sharpened pencils, textbooks, and materials ready.

- Hand in completed homework.
- Read the agenda for the day.
- Begin the bellwork assignment.

Nile Wilson has her students follow a start of class routine in her high school orchestra class.

OUR ORCHESTRA CLASS ROUTINE

- Quickly retrieve your instrument, music folder, and pencil.
- Be in your seat when the tardy bell rings.
- Follow the warm-up routine led by the warm-up monitor.
- Tune your instrument according to the guidelines.
- Participate in solfège exercises.
- Wait for further instructions from your director.



Nile's tuning routine is always posted to remind the students how to start each class period.

TEACH

Introduce students to the concept of the morning or class routine. Discuss why people stretch before starting a workout, musicians tune their instruments before playing, or chefs chop and prepare food before cooking. Teach students that every morning or class, they should follow the class routine to start work immediately.

If they forget what the routine is, a copy is posted. Show students where they will find the daily routine when entering the classroom.



The students in Ayesa Contreras' classroom in Cozumel, Mexico, go through seven items each morning in preparation for the start of learning.

REHEARSE

Model what the morning routine looks like and how it sounds. Have student volunteers model the morning routine and ask them to identify each step as they do it.

Have the entire class exit the classroom. Step-by-step, walk the class through the morning routine. Acknowledge students who are following the procedure correctly and redirect those students who are not.

REINFORCE

The next day, greet your students at the door and remind them about the morning routine so they can put it into practice. **It is helpful to have the morning routine posted outside the classroom door until it becomes a routine for the students.**

If the students fail to follow the morning routine, rehearse the steps with the class again so they will be successful the **following** day. Repeat the process until the routine is **followed**.

Teaching Independence

My greatest responsibility is to empower the students to become as independent as possible. Once the students are able to perform the 'getting started' routine on their own, that allows me to work individually with students who might need extra help with lessons from the previous day.

Renee Tamita ■ Oak Brook, Illinois

Morning Opening Procedure

I am a first-grade teacher in Central Islip, New York. As soon as my students enter my classroom they begin their morning opening procedures. The students empty their backpacks. Traveling folders are emptied of notes, lunch money, etc., and placed in a basket under the mailboxes. Notes are placed in my note basket.

Lunch money, snack money, or milk money is placed in the appropriate basket. If children have loose money they place it in an envelope, seal it, write their name on the envelope, and place it in the correct basket. All lunches and snacks are placed on the back counter.

*Backpacks are placed in large plastic bins under the coat hooks. Coat hooks are marked with the children's names. **The children should not have to return to their backpacks until the end of the day if they have followed these procedures.***

Once they are unpacked, children pick up their morning work. This is usually a page with simple directions so the students can work independently. They are allowed to ask their tablemates for assistance and they can work together quietly on this work. If they complete the assignment they can quietly read a book while they are waiting for us to go over the morning work.

While the students are doing all of the above, I am taking attendance silently. I send the attendance down to the main office with the helper of the day. The helper also picks up the snack milk at this time.

*The helper of the day picks an assistant for the day. The helper of the day does everything in my classroom for that day—runs errands, leads the line, does the calendar, reads the morning message, leads the phonics drill, and many other tasks for the day. **Helpers are chosen on a rotating basis, alphabetically by last name.** This alleviates the time-consuming task of creating job charts and rotating jobs on a regular basis.*

Also during this time the principal comes over the intercom. The students stop what they are doing and stand and recite the Pledge of Allegiance. The school rules are also recited at this time. When we created our classroom rules, they were very similar to the school rules. The children are able to recite the school rules, which are reinforced on a daily basis.

*I can't stress enough how important procedures and routines are. Many people do not believe that young children can follow procedures and routines. **My classroom is proof that it works.** This is something I stress to parents and caregivers at Meet-the-Teacher Night. All of their children are capable of following procedures and routines in the classroom, as well as at home.*

Maureen Conley ■ Bohemia, New York

2

THE PROCEDURE

The Agenda

Posting an agenda allows students to know what to expect throughout the day. It prevents any surprises, which can easily distract different types of learners. It helps students and teachers to stay focused and on task and to transition smoothly to the next activity.

MR. GULLE WEDNESDAY, FEBRUARY 28	
<p style="text-align: center;"><u>DO NOW</u></p> <p>On a piece of paper to be submitted . . .</p> <ol style="list-style-type: none">1. Please identify 3 Ancient Roman Emperors that we have learned about so far.2. For <u>each</u> emperor, describe the impact his actions had on the Roman Empire.	<p style="text-align: center;"><u>TODAY'S SCHEDULE</u></p> <ol style="list-style-type: none">1. DO NOW assignment.2. Discussion/Review of DO NOW assignment.3. Republic/Empire Venn diagram (as a class)4. Use material on U.S. government to compare to Rome.
<p style="text-align: center;"><u>TODAY'S OBJECTIVE</u></p> <p>COMPARE and CONTRAST the governments of the Roman Republic, the Roman Empire, and the modern United States.</p>	

THE SOLUTION

You can get students on task the moment they enter the classroom. **Post an agenda that lets students know the sequence of events for the day.** It tells students what will happen, at what time it will happen, and why it will happen.

This procedure eliminates these problems:

1. Students wandering around the classroom because there is nothing to do
2. Students asking, "What are we doing today?"
3. Students transitioning poorly between activities

THE BACKGROUND

The most important detail for the teacher to establish at the start of school is **CONSISTENCY**. Students do not welcome surprises or embrace disorganization. Post a daily agenda where everyone can see it. Students will know exactly what will be happening throughout class—what they are to do, when they are to do it, and the purpose or focus of the lesson.

In the business world, employees start work without prompting from their supervisors. Employees are able to start work because they know what to do.

An agenda includes the day's schedule, an opening assignment, and a lesson objective so students are clear about what they are to learn, when they are to learn it, and why they are learning it. Students become responsible for starting the class or period when an agenda is posted.

1. An agenda enables students to be self-starters who are on task the moment they enter the classroom
2. An agenda empowers students with the keys to their own learning, so they don't ask, "What are we doing today?"

Your first priority when class begins is not to take attendance.

It is to get students to work.

There are three parts to an agenda. Each of these parts is important and will help maximize students' on-task time.

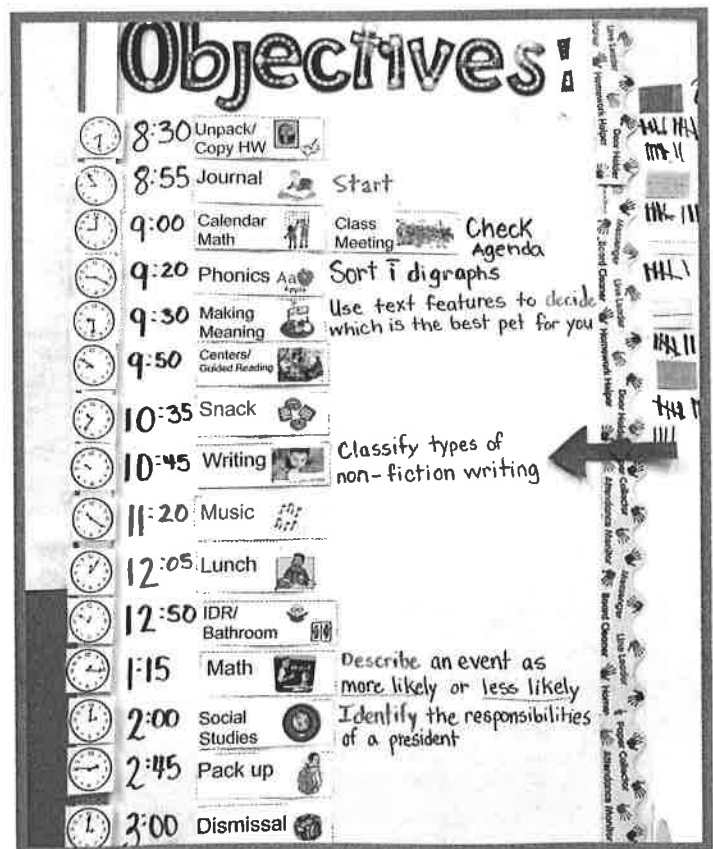
1. Schedule
2. Opening assignment
3. Learning objective

Students thrive in organized environments with routines and consistency. A daily agenda lists the day's subjects and activities in chronological order. Posting the daily agenda allows the teacher and students to refer to it throughout the day. This will

help keep the teacher and students on task, while facilitating transitions from one activity to the next.

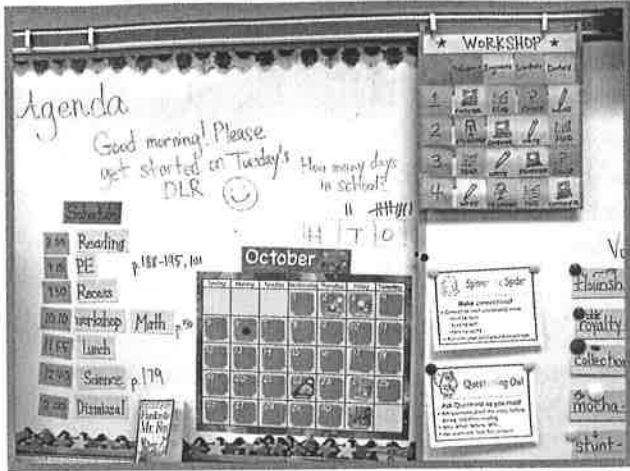
If there is no posted agenda, schedule or program, students will enter the classroom and wander around aimlessly until the teacher announces, "The bell has rung. It is time to sit down and be quiet." Students quickly learn that all the teacher wants them to do is to "sit down and be quiet." Soon the students will ask, "What are we doing today?"

When creating a daily agenda, you may choose not to include the start and end times for each subject or activity. Otherwise, students will watch the clock and continually remind you it is time to start the next activity. However, there are some instances when posting the times may be helpful. These include special classes or events students must attend at specific times, such as library time, school performances, and general assemblies.



Journaling and silent reading are common opening activities used by teachers to engage the students in learning.

PROCEDURES ■ FOR THE FIRST DAY OF SCHOOL



Bellringer 1.6
12 / 13 septembre 2013

Write the name of a friend, then write two or three things about him or her in French.

Obj: Change adjectives to make them agree in number and gender.

Schedule

- BR
- Notes: Adjective Agreement, p. 28
- Activities: 15, 16, 18 p. 29
- Complete Name Poem
- Read The Count of Monte Cristo

Biology

BHS Literacy Objective: Reasoning—to identify a pattern, explain a pattern, and/or make a prediction based on a pattern

Learning Goal (Science Objective): To be able to explain physiological events pertaining to rates of exercise and the process of cellular respiration

Warm-Up: Make a prediction as to the effects on two systems of a human as he/she runs a marathon. Be specific and use at least 3 new vocabulary words pertaining to each system.

Activities: 1. Warm-Up
2. Respiration / Exercise lab
3. Summarizer

Summarizer: Explain, in your own words, why the formation of lactic acid occurs, and what is does for us. What would happen if we did not have this process occur?

Homework: Aerobic / anaerobic respiration worksheet

Assessment: Lab worksheet, summarizer (passed in)

Today's Date
Monday, October

Schedule

Bell Work

Please solve this problem.
You have 1 quarter, 2 dimes and 3 pennies. How much money do you have? Explain your answer.
Thank you! 😊

Objective
Find out the value of a collection of pennies, nickels, dimes, and quarters.

Today's Objective: To identify possible causes for the fish kill in Riverwood

Do Now:

1. Read the article on pages 4 – 5 in the textbook
2. Use the Post-it notes to mark words or phrases you don't understand

Today's Schedule:

1. Explain unknown words and confusing information in the article
2. Contrast facts vs. opinions in the article
3. Write a hypothesis about the cause of the fish kill

HW: A.2 Making Decisions: Uses of Water

Handwriting pp. 15 & 16

Outcomes

Reading
I can distinguish my own point of view from that of the narrator or those of the characters.

Express an opinion about a text, topic or idea

Writing
I can write a narrative about real or imagined events

I can use active listening strategies

- TAG
- Purposeful Talk

(re-)m
(dis-)m
(-less)w
(-en)t

-gives
-obj art
• look at
• look in
• look at

These sample agendas are from different grade levels, but they all have three parts in common: 1) a schedule for the period or day, 2) an opening assignment for students to work on as soon as they enter the classroom, and 3) an objective for the day's lesson.

Modify your agenda with the date, period, class, or whatever else the students need for understanding what will be happening during their time with you.

Students can assist and be a part of the agenda routine. In elementary schools, at the end of the day the student with the classroom job of “board monitor” wipes the day’s agenda off the board.

After the students leave, refer to the next day’s lesson plans and post the next day’s agenda.

In a high school classroom, the “white board technician” can replace the agenda on the existing white board template.

THE PROCEDURE STEPS

Post a daily agenda on the first day of school and each day thereafter. Designate a consistent classroom location for posting the agenda for the day or class period and post it consistently in the same location each day. Teach students to check the designated location for the agenda the minute they enter the classroom.

TEACH

Show the students samples of meeting agendas, graduation programs, theater playbills, or anything that illustrates a sequence of events. Use these samples to explain there will be a similar agenda posted in the classroom each day so students know what to expect.

Show the students how to read the agenda. Tell them to glance at the schedule first, look at what learning is going to take place with each objective, and then begin the opening assignment.

Tell students that the day’s schedule and lesson objective will be explained in detail after the opening assignment is completed. **The students’ first activity each day in the classroom will always be to complete the opening assignment.**

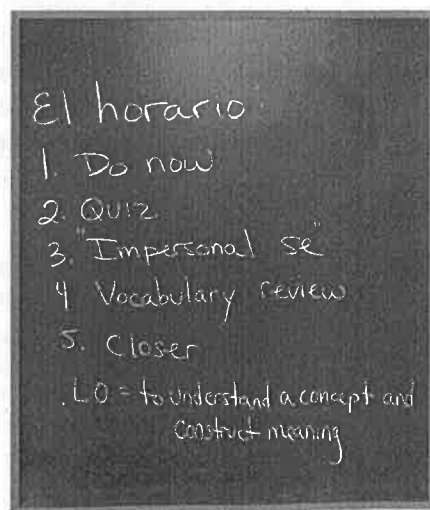
When it is time to explain the agenda, read each subject area or activity in the order that it will occur during the day. Highlight any special or unusual events so students know to expect something new.

I Would Know What to Expect

A staff meeting was held for a student who was being expelled because he had been in trouble all year. The principal turned to the student and asked, “What could we as teachers have done to make your year here a success? We feel we have failed because you have failed. What could we have done differently?”

The student looked at the teachers and said, “If you had all been like Mrs. Butler, I think I could have made it.

“I know everyone thinks she is strict, but I never got into trouble in her class. I knew exactly what to do from the minute I entered her room. She always starts with a daily quiz. There is a schedule, and she makes it very clear that we are to get right down to business—just like at my part-time job. If all my classes were organized in the same way, I’d always have known what was expected.”



REHEARSE

Assemble students at the door to practice entering the classroom. Instruct students to begin their start of class routine. In all probability, the routine will say to look for the agenda. Regardless, check the agenda and pay attention to the schedule, objective, and opening assignment.

Emphasize that the agenda will be posted before they enter the classroom and inform them that it will be in the same location each day. Remind students that there is no need to ask, "What are we doing next?" Students can simply refer to the agenda.

Ask students to look at the agenda and then to start on the opening assignment. Check that students are doing the opening assignment.

REINFORCE

Refer to the agenda and lesson objective during the period or throughout the day.

In the first week of school, draw students' attention to the agenda just before signaling a transition from one activity to the next. This reinforces that the classroom is being run on an agenda, and that there are no surprises in the classroom—only consistency and routines.

Point out that even if the teacher is absent, students will be able to explain to the substitute teacher what needs to be done. They do this by referring to the day's posted agenda.

Agendas Are a Part of Life

Why is an agenda posted in the classroom each day? If students ask this question, explain that agendas with schedules, opening assignments, and objectives play a crucial part in our daily lives—whether or not we are conscious of them.

Agendas: Meetings have agendas; sporting events have agendas.

Departures					
Departing To...	Carrier	Flight	Time	Status	Gate
Atlanta	 DELTA	DL 1684	10:30 PM	On Time	18
Boston	 jetblue	B6 472	9:10 PM	On Time	5
Las Vegas	 SOUTHWEST	WN 2473	8:35 PM	Now 9:55PM	21
Los Angeles	 SOUTHWEST	WN 365	9:35 PM	Now 10:00PM	20
New York-JFK	 jetblue	B6 174	10:29 PM	On Time	5
Ontario	 SOUTHWEST	WN 350	9:30 PM	On Time	23
Phoenix	 SOUTHWEST	WN 3240	8:55 PM	Now 9:40PM	24
Portland	 SOUTHWEST	WN 1062	9:35 PM	Now 10:20PM	22
Reno/Tahoe	 SOUTHWEST	WN 906	8:25 PM	Begin Boarding	22
San Diego	 SOUTHWEST	WN 171	9:25 PM	Now 10:15PM	19

Schedules: Airports have estimated flight arrival and departure times displayed on monitors; television programs are scheduled in regular time slots; movie theatres list the show times of movies; and doctors have scheduled appointments.

Opening Assignments: Employees start working the moment they arrive at their workplace; actors start working when the curtain goes up; and every musician plays when the conductor gives the downbeat.

Objective: In a court of law, the purpose of the case being tried is stated at the beginning of the trial; before boarding an airplane the flight's destination is always clearly stated.

There Is Only One Start to the Day and Year

In tennis, you are allowed two serves for each point. If your first serve is less than perfect, you are allowed one more serve to make it right.

In track and field, if you come out of the starting blocks before the race begins, a false-start alert is sounded and the runners return to their starting blocks to start all over again.

In teaching, however, you get only one shot at the first day of school. What you do on the first day of school

will determine your success or failure for the rest of the school year. **Knowing how to structure a successful first day of school will set the stage for an effective classroom and a successful school year.**

Similarly, how students start the day or class period will determine how effective the remainder of the day will be. **Knowing how to structure a successful start to each day of the school year will set the tone for a productive work day—every day.**



The Freedom to Produce Results

The students in Shannon Dipple's classroom in Ohio know what to do from the moment they enter the classroom. These procedures have been taught, modeled, and practiced so that every morning, these procedures are completed *within the first two minutes*.

From the second students walk into the room, they have a morning routine to accomplish. They unpack their bags, turn in homework, sign up for lunch, turn in Teacher Mail, sharpen their pencils, and get straight to reading.

"From the moment students walk through the door, they know I expect results. More importantly, they know **what** results I want because I have left nothing to chance. They have been taught **how** to work towards my expectations," says Shannon.

A typical day could begin with a math bellwork assignment. Students who finish early can work on a challenge problem. There is no wasted time in Shannon's classroom.

Shannon has created procedures that allow her classroom to run efficiently, free from chaos, and give her the freedom to produce results.

This routine is consistent every single day.

"Every moment counts," says Shannon, "so every moment is defined by a procedure."

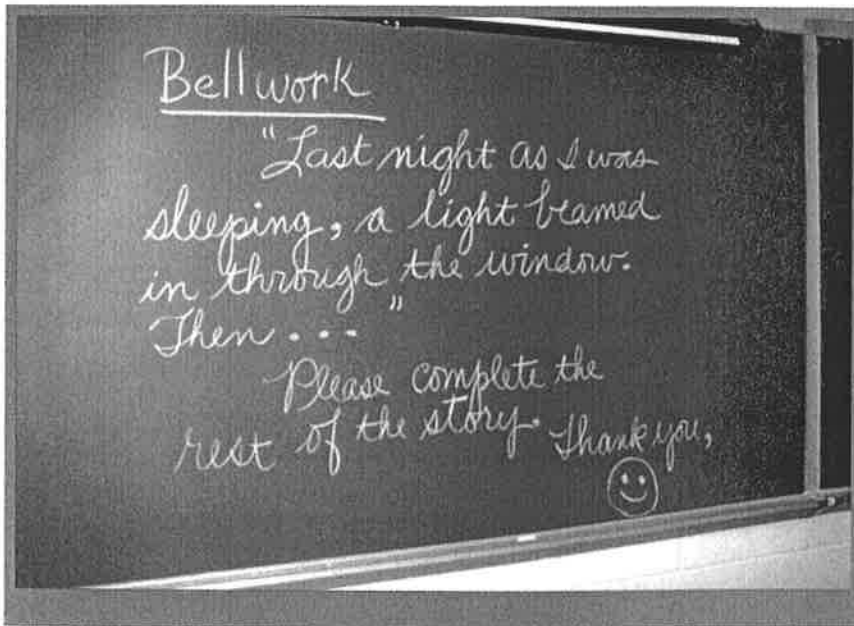
In addition to having time to produce results for her students, Shannon has time to host a website at www.k5chalkbox.com where she shares insights from her more than 20 years in the classroom.

3

THE PROCEDURE

An Opening Assignment

A sign of a well-managed classroom is when students enter and start work immediately—without prompting from the teacher. Posting a daily, opening assignment encourages students to fall into the routine of working, from the first minute of the school day.



THE SOLUTION

Posting an opening assignment for the start of class means students are on task from the first minute they enter the classroom. **An opening assignment gets students to work before the bell has rung.**

This procedure provides these opportunities:

1. Classroom time maximized
2. Students responsible for starting the learning for the day or class period
3. An atmosphere of learning established for the rest of the school day or class period

THE BACKGROUND

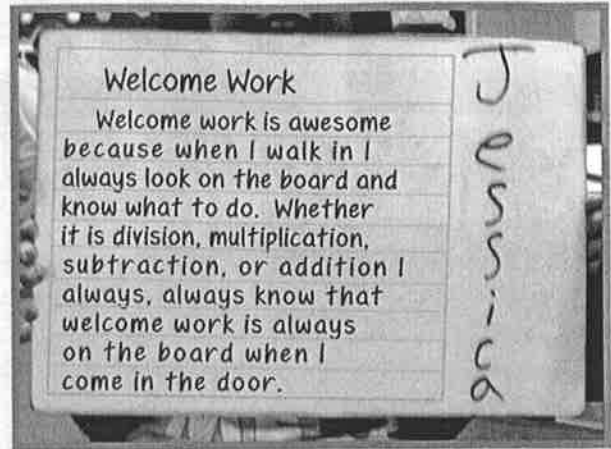
Every minute of the school day needs to be used effectively. Students are more productive if they have an assignment to work on as soon as they step into the classroom each day. This sets the tone for the class period or the day—the students are there to work and learn.

An opening assignment is short and manageable for students to work on independently—without requiring further explanation or assistance. These are some ideas for opening assignments:

- Completing a project that was started the day before
- Keyboard drills
- Handwriting practice
- A daily math review
- A daily oral language page
- A journal prompt
- A silent reading assignment
- A research activity

The opening assignment is not busy work. The task is a review of curriculum material, the application of a concept, an extension of a previous lesson, or a mind-engaging activity. Opening assignments are brief and generally take about 5 to 10 minutes to complete.

The opening assignment is posted before the students enter the classroom and is posted in the same location every day. Finding the assignment is not a guessing game. Establish consistency by having the assignment waiting for the students and placing it in the same location each day.



Welcome Work Is Awesome

Jenn Hopper of Pollok, Texas, calls her opening assignment “Welcome Work.” One day the Welcome Work assignment for the students was to tell the teacher what Welcome Work was.

Fourth-grade student, Jessica, says it is awesome because Welcome Work . . .

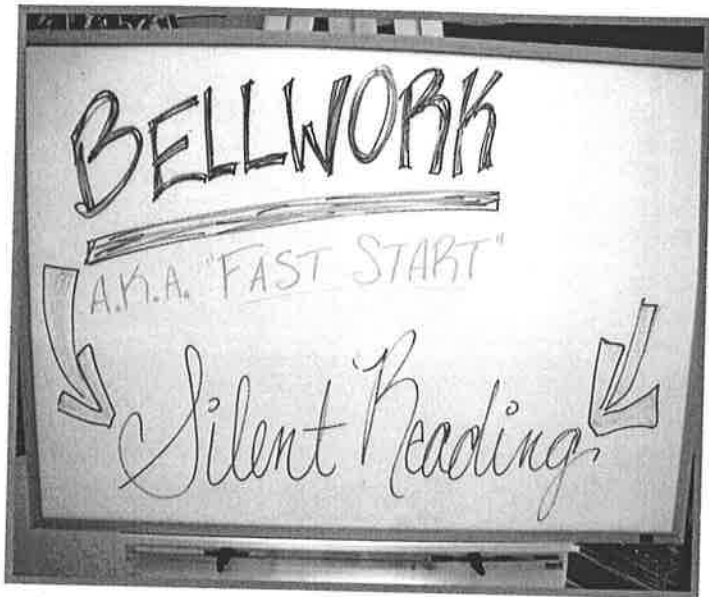
1. is always posted on the board, and
2. she always knows what to do.

Students will recognize and accept consistency when it is part of the classroom culture.

Opening assignments are commonly referred to as bellwork, bell work, or Bellwork. Choose a term that works best for you and your students.

- | | |
|-----------------------------|-------------------|
| ■ Bellwork | ■ Morning Work |
| ■ Bell work | ■ Warm Ups |
| ■ Bell Activity | ■ Do Now |
| ■ Bell Ringer | ■ Opener |
| ■ Prime Time | ■ Mind Matters |
| ■ Get Going Activity | ■ Sponge Activity |
| ■ DOL (Daily Oral Language) | ■ Write Now |

Opening assignments are not graded. Grading generates anxiety—something you do not want to create for your students at the start of the day.



A daily opening assignment is posted for students to work on the moment they enter the classroom.

Classroom time lost is never regained. Imagine spending the first five minutes of class taking attendance, collecting homework, answering questions, and just settling in for the school day. Over the course of a year in a self-contained classroom, three days of instructional time are lost—forever.

Apply this same concept to a junior or high school setting with five periods per day. Over the course of a year, one month of instructional time is lost—never to be regained.

Every second counts in the school day. Engaging the students in learning the moment they enter your classroom maximizes the time you have to teach.

THE PROCEDURE STEPS

Each day, before the students enter the classroom, post the opening assignment in the same location. Students will know where to look for it so they can begin their day. Teach the procedure for the opening assignments on the first day of school.

The Most Dramatic Effect on My Teaching

Perhaps the most significant practice with the most dramatic effect on my teaching was the 'bellwork.' It impacted my classes in many positive ways. I never had problems with students coming late or coming into the class in a disruptive manner.

I had the role of Learning Leader at my school and shared how effective my daily procedures had created consistency in my classroom. Many of the teachers on my science team implemented daily bellwork and some of the other procedures that I used.

After seventeen years teaching and now four years as Assistant Principal at my current school, I have seen 'bellwork' in senior high science classrooms expand into many schools across the system.

Mark Lewis ■ Centennial High School, Calgary, Alberta

TEACH

As students enter the classroom, tell them where they can find their first opening assignment. Have students locate their seats and start to work immediately on the assignment.

Tell students that the opening assignment is done independently and that all of the directions needed to complete the assignment are posted with the assignment.

Once students have had a few minutes to work on their opening assignment, explain that a new assignment will be posted at the same location each time they come to class.

Depending on directions, students will either turn in the completed assignment or keep it at their desks to review as a class.

REHEARSE

As students work on their first opening assignment, praise them for following the procedure correctly.

On the second day of school, as students enter the classroom, remind them beforehand to find the opening assignment as soon as they are seated and to start work immediately.

Commend students who are following the correct procedure, while observing and redirecting other students if necessary.

REINFORCE

Observe and comment on how students are working on their opening assignments. Thank the class each day for following the procedure.

If a student is struggling to follow the procedure, work individually with the student. Walk the student through the steps of how to begin the opening assignment procedure. Ask the student the next day if your help is needed to follow the procedure or is the student able to follow the procedure independently. Keep working with the student until independence is achieved.

Bellwork at the End of the Day

When one third of your class departs 30 minutes before the rest of the class at the end of the day, how do you capitalize on that lost time?

Elizabeth Janice of Temperance, Michigan, does the opening assignment at the end of the day, instead of at the start of the day.

She says, "I use bellwork in reverse order. The students who stay with me at the end of the day start on their opening assignment for the next morning. The children who leave early take their bellwork assignments home to prepare for the next day in class.

"Without this procedure, I would be cheating my students out of 30 minutes of learning time each day."

“

Bellwork Reduces Behavior Problems

As a Behavioral ESE teacher, I try to keep every day as routine as possible to ensure my students with the stability and predictability they require.

I begin each day by standing at my classroom door to greet each of my students. I welcome them into the classroom, and remind them their “Bellwork” is on their desk. By already having their bellwork on their desk, it sets the momentum for the day. While my students are busy working on their bellwork, I have the opportunity to conference with any student who is having difficulties at home or with school.

I have found keeping my students engaged on a defined task, from the time they enter the classroom, reduces behavior problems and overall produces a more productive day.

Blake Germaine ■ Sebring, Florida

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Bellringer Times Three

Richard Dubé teaches 7th and 8th grades in Chattanooga, Tennessee. His Bellringer consists of three, short activities to engage the students in learning every day. The three activities are a quote, a warm-up exercise, and a puzzle.

The students in Richard Dubé's class begin each class period with three activities. In less than ten minutes his students have worked on literacy, reviewed curriculum content, and revved up their brains for the day. The activities are completed in this order:

1. Quote

Upon arrival, students turn to an open spot in their notebooks (left-hand page for student-created material) and write about the daily quote posted on the board. These requirements for completing these tasks are taught in the few weeks of school, until they become routines for the students.

- Must be three to five complete sentences
- Cannot be IDK (I don't know) or IDU (I don't understand) statements
- Can be, "I think this quote means that . . ."
- Can be, "I agree with this quote because . . ."
- Can be, "I disagree with this quote because . . ."
- Can be, "I am uncertain regarding this quote because . . ."
- Can be, "I think this is a metaphor for . . ."
- Can be, "I am not sure I understand but I think it means that . . ."
- Can be, "I think this relates to this class because . . ."

2. Warm-Up Exercise

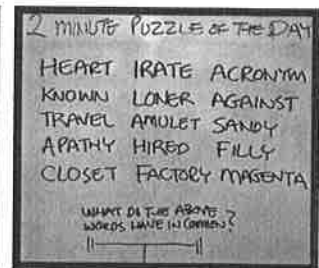
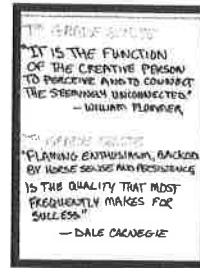
After finishing the quote response, students move to the Warm-Up exercise showing on the screen.

Answers are checked as part of class discussion and students self-correct their answers. Students keep the Warm-Up exercises in their binders, filed in the appropriate section.

3. Two-Minute Puzzle of the Day

The final activity in the opening assignment sequence is a two-minute puzzle. These are logic, word, number, or visual puzzles. The solution is given as part of class discussion. Students keep the puzzle filed in their binders.

While completing the Bellringer tasks, student voices are quiet, "inside voices" with a respectful tone.



Measurement Warm Up 3/23

1. What is the base SI unit for distance?
2. What is the base SI unit for mass?
3. What is the base SI unit for density?
4. Density refers to the relationship between an object's _____ and its _____.
5. Fresh water has a density of _____ gram / cubic centimeter.



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Richard shares some of the favorite quotes he has used as part of his Bellringer activity.