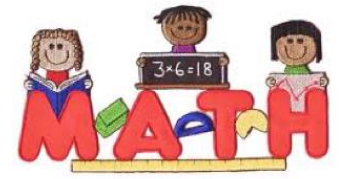


# Math 21 Day Planner: Implementing Small Group Time in Mathematics



## Purpose Statement:

This planner is a management tool for teachers to use when developing independent Learning Areas in the math classroom. When students are trained to work independently, the teacher is free to work with a small group of students. These Learning Areas are important because teachers need to work with small groups of students who need additional reinforcement of skills or concepts that were introduced during whole group instruction. As you develop the rules in your 21-day planner for ELA, also think about mathematics. Those same rules should apply to both as they will be used in this 21-day planner for math. In other words, the rules remain the same; only the content changes.

## Frequently Asked Questions:

### How often do I facilitate Small Group Time in Mathematics?

- Teachers use data to decide how often and which students will benefit from working in teacher led small groups and how students are assigned to work at other Learning Areas. When beginning to implement teacher led small groups in mathematics, teachers are encouraged to use their RtI 30 minute block.

### What are Learning Areas?

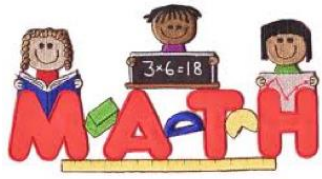
- Learning Areas are Math stations arranged around the classroom (or individually labeled baskets located in one central area if space is at a premium).
- Common terms used to describe a Learning Area include stations, rotations, centers, independent math time, math workshop, etc.
- There are six suggested Learning Areas: Fluency and Skill Practice, Problem Solving, Activities/Games/Exploration, Technology Integration, Reading and Writing about Mathematics, and Teacher Led Small Group, though teachers are not limited to these six areas. Depending on student need, teachers may choose to add additional areas.

### What activities can I plan for my Learning Areas?

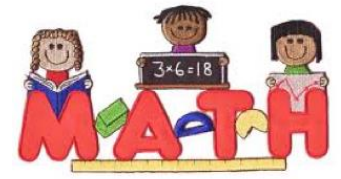
Some suggestions are listed below.

- **Fluency and Skill Practice Area** – timed fluency checks using flash cards (individual or partner), *Sprints*, etc.
- **Problem Solving Area** – math tasks, sentence strips, frames, etc.
- **Activities/Games/Exploration Area** – manipulative sorting/categorizing, interactive vocabulary wall, etc.
- **Technology Integration Area** – students use Promethean, calculators, and/or computers to practice concepts and fluency, etc.
- **Reading and Writing about Mathematics Area** – journal prompts, math literature stories and activities, etc.
- **Teacher Led Small Group Area**

**NOTE: Learning Areas are for practicing and enriching skills. Students will be working independently at most Learning Areas, so the skills/concepts for whatever activity teachers assign must have been previously introduced.**



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## What are Small Group Time and Learning Area Rules?

- While teachers have their own classroom management rules, this plan will help establish specific behavioral rules for Small Group Time. In addition, teachers should establish and post rules specific to each Learning Area.
- Suggested guidelines (refer to Randy Sprick, *Discipline in the Secondary Classroom*):
  - Conversation (when appropriate, what volume)
  - Help (what does a student do if s/he needs help)
  - Activity (expected product)
  - Movement (where? when?)
  - Participation (what does student behavior look like)

## What is a Teacher Led Small Group?

- A Teacher Led Small Group is a specific Learning Area where teacher(s) work with small groups of students to reinforce *skills* with students while other students work independently at Learning Areas. Teacher Led Small Groups are based on daily work, data from assessments, and/or daily observations.

## What activities can I do with my Teacher Led Small Group?

- The Teacher Led Small Group provides an opportunity for the teacher(s) to work with students who need additional rigorous intervention with particular skill sets. The teacher(s) uses this extra time with certain students to reinforce the concept taught during whole group instruction. The teacher(s) can also choose to pre-teach or re-teach a particular skill.

## How do students rotate through the Learning Areas?

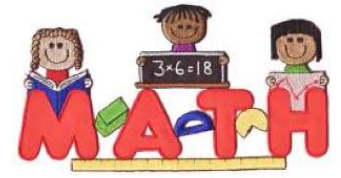
- Teachers assign students to Learning Areas based on data. Students then complete work in Learning Areas on a rotating schedule based upon specific needs, as some students may need to spend extra time working at particular Learning Areas. Not every student will visit every Learning Area each week. The amount of time spent at each Learning Area is determined by the teacher.
- During Small Group Time, Learning Area assignments need to be clearly posted so that students know exactly where to be, when to be there, and what to work on.

## Where can I find resources?

EngageNY.org, Math Modules, IXL, Castle Learning, eDoctrina, Teachers Pay Teachers, NextLesson, SUTW-Math, Finish Line, ReadyNY, Khan Academy, Zearn, Kahoot, etc.



## Math 21 Day Planner: Implementing Small Group Time in Mathematics



### What are students in need of acceleration doing during this time?

- All students can access the Learning Areas. Be sure to provide challenging activities for those students who have already mastered the concepts and skills for which the other students need reinforcement.

### Can I assign grades for Learning Area work?

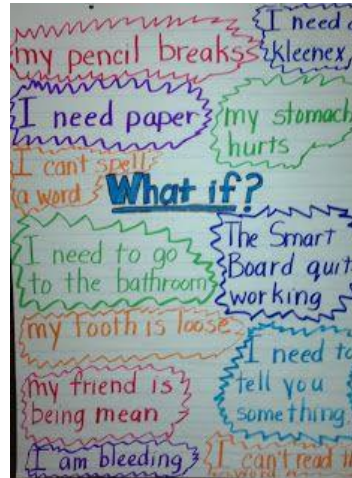
- Yes, if applicable.

### What are Must Dos and May Dos?

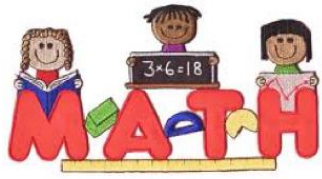
- At each Learning Area, the teacher assigns and clearly posts tasks that **must** be completed and tasks that **may** be completed when the Must Dos are finished.

“What if?” – Be proactive; anticipate and plan for unusual circumstances.

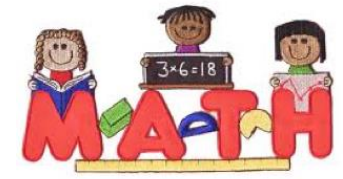
- ...I need paper
- ...I need to go to the bathroom
- ...My friend is mean to me
- ...My stomach hurts
- ...The Promethean board stops working
- ...I forget my username and password




- ...I was absent yesterday
- ...My tooth is loose
- ...My pencil tip broke
- ...I need a Kleenex
- ...I need to tell you something

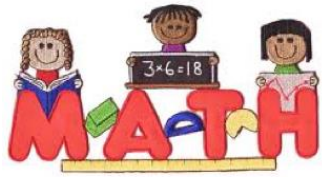


# Math 21 Day Planner: Implementing Small Group Time in Mathematics

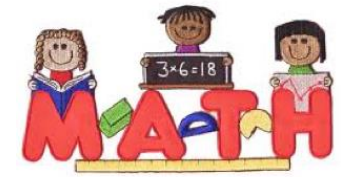



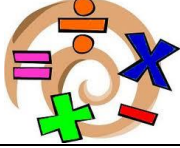
This planner is a *suggested* sequence to get you started with implementing Small Group Time in Mathematics. If your class is having a hard time following the rules and procedures, you may need to repeat a day several times or decrease the daily minutes spent on small group time until you feel satisfied that they can maintain independence. If either is the case, it *may* take you longer than 21 days to complete this planner; OR you can move through the planner more quickly by increasing the daily minutes sooner than suggested. This would allow more than one group to practice in a given area on a given day.

Day	Date	Time	Goal	What is the TEACHER doing?	What are the STUDENTS doing?
1		15 min	Introduce SMALL GROUP TIME Rules	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher explains each of the <b>rules</b> for <b>SMALL GROUP TIME</b> using a poster that will be <b>hung up</b> in the classroom.</li> <li><input type="checkbox"/> Teacher chooses students to model each rule while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students learn about rules and discuss the importance of each rule with the whole group.</li> <li><input type="checkbox"/> Individual students model for others what the rules mean.</li> </ul>
2		15 min	Review SMALL GROUP TIME Rules	(Same as Day 1 above)	(Same as Day 1 above)
3		15 min	Practice SMALL GROUP TIME Rules 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher quickly reviews each of the rules for SMALL GROUP TIME.</li> <li><input type="checkbox"/> Teacher chooses students to model some rules while the whole class watches.</li> <li><input type="checkbox"/> Teacher gives students a task (that needs little explanation) to do independently at their seats.</li> <li><input type="checkbox"/> Teacher monitors room and <i>does not engage with students!</i></li> <li><input type="checkbox"/> Teacher ends SMALL GROUP TIME with a debriefing session with whole class.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students listen while teacher reviews rules.</li> <li><input type="checkbox"/> Individual students model for others what the rules mean.</li> <li><input type="checkbox"/> All students work independently at their seats.</li> <li><input type="checkbox"/> Students actively participate in a debriefing session.</li> </ul>



# Math 21 Day Planner: Implementing Small Group Time in Mathematics




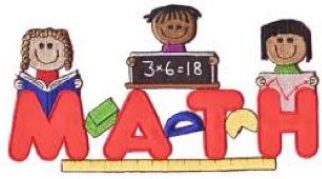
Day	Date	Time	Goal	What is the TEACHER doing?	What are the STUDENTS doing?
4		15 min	<b>Introduce Learning Areas and Menu Activities</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher introduces concept of Learning Areas.</li> <li><input type="checkbox"/> Teacher introduces concept of “Menu” activities – Must Dos &amp; May Dos; teacher instructs students as to what the Menu is, how students can choose May Do activities once they have completed the Must Do activities, and how many students can be at a certain area.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students learn about Learning Areas and discuss the importance of them.</li> <li><input type="checkbox"/> Students learn about Menu activities and how to choose May Do activities once they have completed the Must Do activities.</li> </ul>
5		20 min	<b>Introduce Fluency and Skill Practice Area &amp; Rules</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher introduces and explains each of the rules for the <b>Fluency and Skill Practice Area</b> using a poster hung in the classroom.</li> <li><input type="checkbox"/> Teacher introduces <b>Fluency and Skill Practice Menu</b> activities – Must Dos and May Dos for <b>Fluency and Skill Practice Area</b>.</li> <li><input type="checkbox"/> Teacher selects students to model each rule while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students learn about <b>Fluency and Skill Practice Area</b> rules and discuss the importance of each rule with the whole class.</li> <li><input type="checkbox"/> Students learn about <b>Fluency and Skill Practice Area</b> Must Dos and May Dos.</li> <li><input type="checkbox"/> Individual students model for others what the rules mean.</li> </ul>
6		20 min	<b>Practice in Fluency and Skill Practice Area</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher reviews rules for the <b>Fluency and Skill Practice Area</b>.</li> <li><input type="checkbox"/> Teacher reviews Menu activities – Must Dos and May Dos for <b>Fluency and Skill Practice Area</b>.</li> <li><input type="checkbox"/> Teacher lets a group of students go to the <b>Fluency and Skill Practice Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> Teacher assigns remainder of students to work independently on two Must Do tasks that require little explanation.</li> <li><input type="checkbox"/> Teacher monitors room and <i>does not engage with students!</i></li> <li><input type="checkbox"/> Teacher debriefs with whole class</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students listen while teacher reviews rules.</li> <li><input type="checkbox"/> One group of students goes to the <b>Fluency and Skill Practice Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> Remaining students work independently on two Must Do tasks that require little explanation.</li> <li><input type="checkbox"/> All students actively participate in a debriefing session.</li> </ul>



# Math 21 Day Planner: Implementing Small Group Time in Mathematics




Day	Date	Time	Goal	What is the TEACHER doing?	What are the STUDENTS doing?
7		20 min	Practice in Fluency and Skill Practice Area	(Same as Day 6 above)	(Same as Day 6 above)
8		15 min	Introduce Problem Solving Area & Rules	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher introduces and explains each of the rules for the <b>Problem Solving Area</b> using a poster hung in the classroom.</li> <li><input type="checkbox"/> Teacher introduces <b>Problem Solving</b> Menu activities – Must Dos and May Dos for <b>Problem Solving Area</b>.</li> <li><input type="checkbox"/> Teacher selects students to model each rule while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students learn about <b>Problem Solving Area</b> rules and discuss the importance of each rule with the whole class.</li> <li><input type="checkbox"/> Students learn about <b>Problem Solving Area</b> Must Dos and May Dos.</li> <li><input type="checkbox"/> Individual students model for others what the rules mean.</li> </ul>
9		20 min	Practice in Problem Solving Area 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher reviews rules for the <b>Problem Solving Area</b>.</li> <li><input type="checkbox"/> Teacher reviews Menu activities – Must Dos and May Dos for <b>Problem Solving Area</b>.</li> <li><input type="checkbox"/> Teacher lets one group of students go to the <b>Problem Solving Area</b> to complete a Must Do and another group of students go to the <b>Fluency and Skill Practice Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> Teacher assigns remainder of students to work independently on two Must Do tasks that require little explanation.</li> <li><input type="checkbox"/> Teacher monitors room and <i>does not engage with students!</i></li> <li><input type="checkbox"/> Teacher debriefs with whole class.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students listen while teacher reviews rules.</li> <li><input type="checkbox"/> One group of students goes to the <b>Problem Solving Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> One group of students goes to the <b>Fluency and Skill Practice Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> Remaining students work independently on two Must Do tasks that require little explanation.</li> <li><input type="checkbox"/> All students actively participate in a debriefing session</li> </ul>
10		20 min	Practice in Problem Solving Area	(Same as Day 9 above)	(Same as Day 9 above)



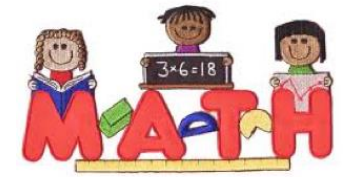
# Math 21 Day Planner: Implementing Small Group Time in Mathematics




Day	Date	Time	Goal	What is the TEACHER doing?	What are the STUDENTS doing?
11		15 min	<b>Introduce Activities/ Games/ Exploration Area &amp; Rules</b> 	<ul style="list-style-type: none"> <li>❑ Teacher introduces and explains each of the rules for the <b>Activities/ Games/ Exploration Area</b> using a poster hung in the classroom.</li> <li>❑ Teacher introduces <b>Activities/ Games/ Exploration</b> Menu activities – Must Dos and May Dos for <b>Activities/ Games/ Exploration Area</b>.</li> <li>❑ Teacher selects students to model each rule while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students learn about <b>Activities/ Games/ Exploration Area</b> rules and discuss the importance of each rule with the whole class.</li> <li>❑ Students learn about <b>Activities/ Games/ Exploration Area</b> Must Dos and May Dos.</li> <li>❑ Individual students model for others what the rules mean.</li> </ul>
12		20 min	<b>Practice in Activities/ Games/ Exploration Area</b>	<ul style="list-style-type: none"> <li>❑ Teacher reviews rules for the <b>Activities/ Games/ Exploration Area</b>.</li> <li>❑ Teacher reviews Menu activities – Must Dos and May Dos for <b>Activities/ Games/ Exploration Area</b>.</li> <li>❑ Teacher lets one group of students go to the <b>Activities/ Games/ Exploration Area</b> to complete a Must Do, one group go to the <b>Problem Solving Area</b> to complete a Must Do, and another group of students go to the <b>Fluency and Skill Practice Area</b> to complete a Must Do.</li> <li>❑ Teacher assigns remainder of students to work independently on two Must Do tasks that require little explanation.</li> <li>❑ Teacher monitors room and <i>does not engage with students!</i></li> <li>❑ Teacher debriefs with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students listen while teacher reviews rules.</li> <li>❑ One group of students goes to the <b>Activities/ Games/ Exploration Area</b> to complete a Must Do.</li> <li>❑ One group of students goes to the <b>Problem Solving Area</b> to complete a Must Do.</li> <li>❑ One group of students goes to the <b>Fluency and Skill Practice Area</b> to complete a Must Do.</li> <li>❑ Remaining students work independently on two Must Do tasks that require little explanation.</li> <li>❑ All students actively participate in a debriefing session</li> </ul>
13		20 min	<b>Practice in Activities/Games/Exploration Area</b>	(Same as Day 12 above)	(Same as Day 12 above)

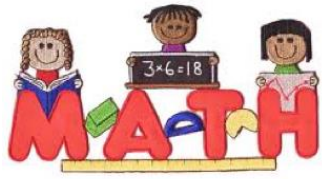


# Math 21 Day Planner: Implementing Small Group Time in Mathematics




Day	Date	Time	Goal	What is the TEACHER doing?	What are the STUDENTS doing?
14		15 min	<b>Introduce Technology Integration Area</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher introduces and explains each of the rules for the <b>Technology Integration Area</b> using a poster hung in the classroom.</li> <li><input type="checkbox"/> Teacher introduces <b>Technology Integration Menu</b> activities – Must Dos and May Dos for <b>Technology Integration Area</b>.</li> <li><input type="checkbox"/> Teacher selects students to model each rule while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students learn about <b>Technology Integration Area</b> rules and discuss the importance of each rule with the whole class.</li> <li><input type="checkbox"/> Students learn about <b>Technology Integration Area</b> Must Dos and May Dos.</li> <li><input type="checkbox"/> Individual students model for others what the rules mean.</li> </ul>
15		20 min	<b>Practice in Technology Integration Area</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher reviews rules for the <b>Technology Integration Area</b>.</li> <li><input type="checkbox"/> Teacher reviews Menu activities – Must Dos and May Dos for <b>Technology Integration Area</b>.</li> <li><input type="checkbox"/> Teacher lets one group of students go to the <b>Technology Integration Area</b> to complete a Must Do, one group go to the <b>Activities/ Games/ Exploration Area</b> to complete a Must Do, one group go to the <b>Problem Solving Area</b> to complete a Must Do, and another group of students go to the <b>Fluency and Skill Practice Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> Teacher assigns remainder of students to work independently on two Must Do tasks that require little explanation.</li> <li><input type="checkbox"/> Teacher monitors room and <i>does not engage with students!</i></li> <li><input type="checkbox"/> Teacher debriefs with whole class.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students listen while teacher reviews rules.</li> <li><input type="checkbox"/> One group of students goes to the <b>Technology Integration Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> One group of students goes to the <b>Activities/ Games/ Exploration Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> One group of students goes to the <b>Problem Solving Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> One group of students goes to the <b>Fluency and Skill Practice Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> Remaining students work independently on two Must Do tasks that require little explanation.</li> <li><input type="checkbox"/> All students actively participate in a debriefing session</li> </ul>
16		20 min	<b>Practice in Technology Integration Area</b>	(Same as Day 15 above)	(Same as Day 15 above)

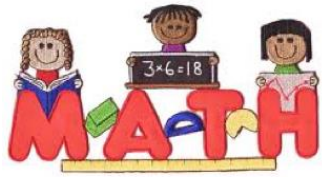




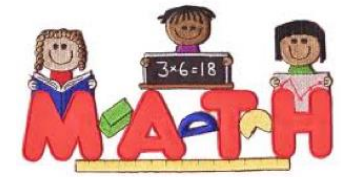
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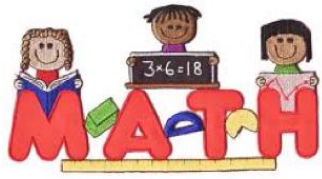
Day	Date	Time	Goal	What is the TEACHER doing?	What are the STUDENTS doing?
17		15 min	<b>Introduce Reading and Writing about Mathematics Area</b>  	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher introduces and explains each of the rules for the <b>Reading and Writing about Mathematics Area</b> using a poster hung in the classroom.</li> <li><input type="checkbox"/> Teacher introduces <b>Reading and Writing about Mathematics</b> Menu activities – Must Dos and May Dos for <b>Reading and Writing about Mathematics Area</b>.</li> <li><input type="checkbox"/> Teacher selects students to model each rule while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students learn about <b>Reading and Writing about Mathematics Area</b> rules and discuss the importance of each rule with the whole class.</li> <li><input type="checkbox"/> Students learn about <b>Reading and Writing about Mathematics Area</b> Must Dos and May Dos.</li> <li><input type="checkbox"/> Individual students model for others what the rules mean.</li> </ul>
18		20 min	<b>Practice in Reading and Writing about Mathematics Area</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher reviews rules for the <b>Reading and Writing about Mathematics Area</b>.</li> <li><input type="checkbox"/> Teacher reviews Menu activities – Must Dos and May Dos for <b>Reading and Writing about Mathematics Area</b>.</li> <li><input type="checkbox"/> Teacher lets one group of students go to the <b>Reading and Writing about Mathematics Area</b> to complete a Must Do, one group of students go to the <b>Technology Integration Area</b> to complete a Must Do, one group go to the <b>Activities/ Games/ Exploration Area</b> to complete a Must Do, one group go to the <b>Problem Solving Area</b> to complete a Must Do, and another group of students go to the <b>Fluency and Skill Practice Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> Teacher assigns remainder of students to work independently on two Must Do tasks that require little explanation.</li> <li><input type="checkbox"/> Teacher monitors room and <i>does not engage with students!</i></li> <li><input type="checkbox"/> Teacher debriefs with whole class.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students listen as teacher reviews rules.</li> <li><input type="checkbox"/> One group of students goes to the <b>Reading and Writing about Mathematics Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> One group of students goes to the <b>Technology Integration Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> One group of students goes to the <b>Activities/ Games/ Exploration Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> One group of students goes to the <b>Problem Solving Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> One group of students goes to the <b>Fluency and Skill Practice Area</b> to complete a Must Do.</li> <li><input type="checkbox"/> Remaining students work independently on two Must Do tasks that require little explanation.</li> <li><input type="checkbox"/> All students actively participate in a debriefing session</li> </ul>



## Math 21 Day Planner: Implementing Small Group Time in Mathematics



Day	Date	Time	Goal	What is the TEACHER doing?	What are the STUDENTS doing?
19		20 min	Practice in Reading and Writing about Mathematics Area	(Same as Day 18 above)	(Same as Day 18 above)
20		15 min	Introduce Teacher led Small Group Area 	<ul style="list-style-type: none"> <li>❑ Teacher explains each of the rules for <b>Teacher led Small Group Area</b> – emphasizing the “no interruption” concept – using a poster hung in the classroom.</li> <li>❑ Teacher chooses students to model some rules while the whole class watches.</li> <li>❑ For about 5-10 minutes, teacher pulls a small group or individual to work with who needs re-teaching/pre-teaching.</li> <li>❑ Teacher ends the <b>Teacher led Small Group Area</b> with a debriefing session with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students learn about <b>Teacher led Small Group Area</b> rules and discuss the importance of each rule with the whole class.</li> <li>❑ Individual students model for others what the rules mean.</li> <li>❑ Selected students participate in Teacher led Small Group Area activity with teacher.</li> <li>❑ Remaining students complete Must Do activities at various Learning Areas or complete independent seat work</li> <li>❑ Students actively participate in a debriefing session.</li> </ul>
21		30 min	Practice Teacher led Small Group Area	<ul style="list-style-type: none"> <li>❑ Teacher quickly reviews each of the rules for <b>Teacher led Small Group Area</b>, emphasizing the “no interruption” concept.</li> <li>❑ Teacher chooses students to participate in <b>Teacher led Small Group Area</b>.</li> <li>❑ Teacher assigns students to go to the <b>five</b> other Learning Areas; some students may be working on independent Must Do tasks from their seat as appropriate.</li> <li>❑ Teacher works with Small Group for about 5 to 10 minutes, <i>does not engage with other students</i>.</li> <li>❑ Teacher debriefs with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students listen while teacher reviews rules.</li> <li>❑ Selected students participate in <b>Teacher led Small Group Area</b> activity with teacher.</li> <li>❑ Remaining students complete Must Do activities at various Learning Areas or complete independent seat work.</li> <li>❑ All students actively participate in a debriefing session.</li> </ul>

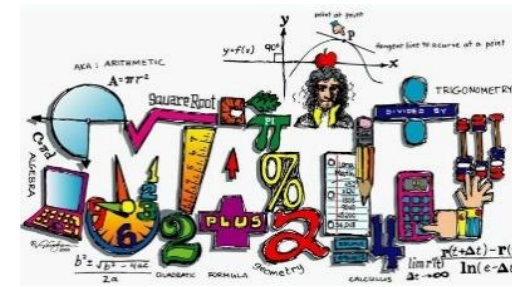


# Math 21 Day Planner: Implementing Small Group Time in Mathematics



**Congratulations! Now you are ready for the full implementation of Small Group Time in Mathematics. REMEMBER:**

- ❑ Agenda for day is posted
- ❑ Area assignments are posted
- ❑ Teacher instructs students when to report to Learning Areas as assigned
- ❑ Students complete Must Do activities at Areas
- ❑ Class reconvenes to review



Teachers need to be deliberate and strategic about selecting **MUST DO** and **MAY DO** activities. Activities must be appropriate, focused, differentiated and measurable.

### Guidelines for writing General Small Group Time rules:

- + Keep the number of rules to a maximum of five
- + Different from Learning Area Rules (Learning Area rules would be specific to the area.)
- + Examples:
  - Any questions, ask your group members only. (Establish system for getting help if students need it while in Learning Area i.e. Parking Lots? Red, yellow, green SOLO cups, etc.)
  - Wait at Learning Area until it is time to move (signal, bell rings or whatever transition indicator you have established in your room).
  - Stay seated (have an organized plan governing sharpening of pencils, getting crayons, paper, etc.)
  - A rule regarding lavatory usage

### Considerations for writing Specific Learning Area rules:

- + Number of children...in this area, per computer, per device, etc.
- + Appropriate use of materials
- + Management of completed work