

Reproducible 4.2 CHAMPS Classroom Activity Worksheet (Sample A)



C H A M P S

no. 4.2

sample

CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity Independent seatwork while teacher is with small group

Conversation

Can students engage in conversations with each other during this activity? Yes Voice Level: 1
If yes, about what? Questions about work assignment With whom? Other students at their tables
How many students can be involved in a single conversation? Two to four students
How long can the conversation last? About a minute

Help

How do students get questions answered? How do students get your attention? They should try to get answers without teacher help. If no one at the table can help, they can come and stand in the Question Box.
If students have to wait for help, what should they do while they wait? Stand quietly in the square

Activity

What is the expected end product of this activity? (Note: This may vary from day to day.)
Students will complete seatwork packet. When done, they can go to book or science learning center.

Movement

Can students get out of their seats during the activity? Yes
If yes, acceptable reasons include: pencil sharpener Yes restroom Yes
drink Yes hand in/pick up materials Yes
other: Go to the Question Box
Do they need permission from you? No

Participation

What behaviors show that students are participating fully and responsibly? Looking at paper. Writing or coloring. Talking with tablemate while looking at paper.

What behaviors show that a student is not participating? Talking without looking at paper. Staring out window. Wandering around room.

Success!

Reproducible 4.2 CHAMPS Classroom Activity Worksheet (Sample C)



C H A M P S

sample



no. 4.2

CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity Teacher-directed instruction**C**onversation

Can students engage in conversations with each other during this activity? **No** Voice Level: **0**
 If yes, about what? With whom?
 How many students can be involved in a single conversation?
 How long can the conversation last?

Help

How do students get questions answered? How do students get your attention? **Raise their hands**
 If students have to wait for help, what should they do while they wait? **Keep hand raised, wait quietly**

Activity

What is the expected end product of this activity? (Note: This may vary from day to day.)
Working on tasks and activities presented by the teacher. Verbal and written responses to teacher-presented tasks.

Movement

Can students get out of their seats during the activity? **Yes**
 If yes, acceptable reasons include: pencil sharpener **No** restroom **Yes**
 drink **No** hand in/pick up materials **Only if directed by teacher**
 other:
 Do they need permission from you? **Must have permission for any leaving of seat**

Participation

What behaviors show that students are participating fully and responsibly? **Looking at teacher. Raising hand with something to say. Answering questions when called on or signaled to. Looking where teacher directs. Writing as directed by teacher.**

What behaviors show that a student is not participating? **Talking to another student. Getting out of seat without permission. Looking somewhere other than where directed. Not following teacher directions. Not raising hand. Not answering when signaled.**

Success!

Reproducible 4.2 CHAMPS Classroom Activity Worksheet (Sample D)



no. 4.2



CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity Group activity**C**onversation

Can students engage in conversations with each other during this activity? **Yes** Voice Level: **Up to 2**
 If yes, about what? **The assignment they're working on** With whom? **Only students they are working with**
 How many students can be involved in a single conversation? **Those assigned to activity with you**
 How long can the conversation last? **Throughout activity until signal is given**

Help

How do students get questions answered? How do students get your attention? **Put out Help sign**

If students have to wait for help, what should they do while they wait? **Students will continue working on the rest of the assignment.**

Activity

What is the expected end product of this activity? (Note: This may vary from day to day.)
Students will complete as much of assignment as possible during time given. If finished before time is up, read quietly or finish prior assignments at your desk.

Movement

Can students get out of their seats during the activity? **Yes**
 If yes, acceptable reasons include: pencil sharpener **Yes** restroom **No**
 drink **No** hand in/pick up materials **Yes, only relating to the assignment**
 other:

Do they need permission from you? **Any movement must be assignment related.**

Participation

What behaviors show that students are participating fully and responsibly? **Looking at paper or others in group. Writing or doing what task requires. Talking only with those in group. Staying with group until finished.**

What behaviors show that a student is not participating? **Not working with group. Not writing or doing what task requires. Talking with others outside of group. Leaving group when not finished.**

Success!

Reproducible 4.2 CHAMPS Classroom Activity Worksheet (Sample E)



C H A M P S
sample

no. 4.2

CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity Oral written tests (such as spelling)

Conversation

Can students engage in conversations with each other during this activity? **No** Voice Level: **0**
If yes, about what? With whom?
How many students can be involved in a single conversation?
How long can the conversation last?

Help

How do students get questions answered? How do students get your attention? **Raise their hands**
If students have to wait for help, what should they do while they wait? **Keep hand raised, wait quietly**

Activity

What is the expected end product of this activity? (Note: This may vary from day to day.)
Listening and writing answers to oral test. When finished with test, sit quietly.

Movement

Can students get out of their seats during the activity? **No**
If yes, acceptable reasons include: pencil sharpener restroom
drink hand in/pick up materials
other:
Do they need permission from you?

Participation

What behaviors show that students are participating fully and responsibly? **Looking at paper. Writing or doing what task requires. Not talking. Not leaving seat for any reason.**

What behaviors show that a student is not participating? **Talking to another student. Getting out of seat. Not looking at paper. Not working on task.**

Success!

Reproducible 4.4 CHAMPS Transition Worksheet (Sample A)



no. 4.4



CHAMPS TRANSITION WORKSHEET

Transition Getting a book out and opening to a particular page
 (e.g., for guided practice on problems during a math lesson)

Conversation

Can students engage in conversations with each other during this transition? **Yes** Voice Level: **1**
 If yes, clarify how (so that they keep their attention on completing the transition).

*Only if you need to ask to look on with a neighbor because you do not have your book in the desk.
 If you need to look on with a neighbor, you can whisper and quietly move a chair so you can both see.*

Help

How do students get questions answered? How do students get your attention? **Raise hands**

Activity

Explain the transition. What will be different afterwards? (e.g., change in location, use of different materials, etc.).
 Include time criteria (how long it should take). **Teacher will tell and write on the board the book and the page number.**
*Within ten seconds, all students will have the book open to the correct page and be waiting quietly. If a student
 does not have the book, he or she can ask to look on with a neighbor.*

Movement

If the transition itself does not involve getting out of seats, can students get out of their seat for any reason during the transition? **No** If yes, what are acceptable reasons?

If the transition itself involves out-of-seat movement, can a student go elsewhere (e.g., to sharpen a pencil)?

Participation

What behaviors show that students are participating in the transition fully and responsibly? **As soon as the instruction is given, students will open the book quickly and quietly and wait for further instruction.**

What behaviors show that a student is not participating appropriately in the transition? **Asking, "What page?"
 Talking (other than asking quietly to share book). Wasting time (e.g., looking for book in messy desk or playing).**

Success!

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Reproducible 4.4 CHAMPS Transition Worksheet (Sample B)



C H A M P S

sample



no. 4.4

CHAMPS TRANSITION WORKSHEET

Transition Moving to and from small reading groups

Conversation

Can students engage in conversations with each other during this transition? **No** Voice Level: **0**
 If yes, clarify how (so that they keep their attention on completing the transition).

Help

How do students get questions answered? How do students get your attention? **Raise hands at their desks or from where they are seated for the small group**

Activity

Explain the transition. What will be different afterwards? (e.g., change in location, use of different materials, etc.). Include time criteria (how long it should take). **Teacher will announce which group should come to the reading area. Students in that group should gather their reading materials, push in their chairs, and come quickly and quietly to the reading area. All students should be in the reading area within 30 seconds of the announcement.**

Movement

If the transition itself does not involve getting out of seats, can students get out of their seat for any reason during the transition? **Yes** If yes, what are acceptable reasons? **To come to or leave the reading area**

If the transition itself involves out-of-seat movement, can a student go elsewhere (e.g., to sharpen a pencil)? **No**

Participation

What behaviors show that students are participating in the transition fully and responsibly? **As soon as the direction is given, students will go directly to the correct location (to reading area or back to seats) quickly and quietly.**

What behaviors show that a student is not participating appropriately in the transition? **Not moving immediately (e.g., continuing to work at desk). Talking or poking someone or knocking things off desks as they pass by. Running or making noise on the way.**

Success!

Reproducible 4.4 CHAMPS Transition Worksheet (Sample C)

C H A M P S
sample



no. 4.4



CHAMPS TRANSITION WORKSHEET

Transition Getting out supplies (paper/pencil, etc.)

Conversation

Can students engage in conversations with each other during this transition? **No**
If yes, clarify how (so that they keep their attention on completing the transition).

Voice Level: **0**

Help

How do students get questions answered? How do students get your attention? **Raise their hands**

Activity

Explain the transition. What will be different afterwards? (e.g., change in location, use of different materials, etc.). Include time criteria (how long it should take). **Teacher will tell and write on the board what supplies are needed. Within 10 seconds, all students will have the supplies out and be waiting quietly.**

Movement

If the transition itself does not involve getting out of seats, can students get out of their seat for any reason during the transition? **No** If yes, what are acceptable reasons?

If the transition itself involves out-of-seat movement, can a student go elsewhere (e.g., to sharpen a pencil)?

Participation

What behaviors show that students are participating in the transition fully and responsibly? **As soon as the instruction is given, students will get out supplies quickly and quietly and wait for further instruction to be given. They will be prepared for this by making sure they have supplies in the morning.**

What behaviors show that a student is not participating appropriately in the transition? **Asking, "What do we need?" Talking. Wasting time (looking for supplies in messy desk or playing).**

Success!

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Reproducible 4.4 CHAMPS Transition Worksheet (Sample D)



C H A M P S
sample

no. 4.4

CHAMPS TRANSITION WORKSHEET

Transition Movement of small group

Conversation

Can students engage in conversations with each other during this transition? **Yes** Voice Level: **2 only**
If yes, clarify how (so that they keep their attention on completing the transition).
Conversation is only for the purpose of saying "excuse me," "thank you," and "please."

Help

How do students get questions answered? How do students get your attention? **Raise their hands**

Activity

Explain the transition. What will be different afterwards? (e.g., change in location, use of different materials, etc.). Include time criteria (how long it should take). *Teacher will announce that it's group time (spelling, reading, etc.). Those leaving will get their supplies out, push in their chairs, and go quickly and quietly to the small group area they are assigned to. All students should be in their area within 30 seconds of the announcement.*

Movement

If the transition itself does not involve getting out of seats, can students get out of their seat for any reason during the transition? **Yes** If yes, what are acceptable reasons? **When told to go to groups**
If the transition itself involves out-of-seat movement, can a student go elsewhere (e.g., to sharpen a pencil)?
No, only to go to group

Participation

What behaviors show that students are participating in the transition fully and responsibly? *As soon as the instruction is given, students will go quickly and quietly, then wait for further instruction to be given. They will walk in single file. Talking is allowed only for reasons listed above.*
What behaviors show that a student is not participating appropriately in the transition? *Talking without a reason listed above. Not going when told to. Not going straight to group by most direct route or route given. Being next to someone instead of in front or behind when going.*

Success!

Reproducible 4.4 CHAMPS Transition Worksheet (Sample E)



no. 4.4



CHAMPS TRANSITION WORKSHEET

Transition Handing out papers/supplies**C**onversation

Can students engage in conversations with each other during this transition? **Yes** Voice Level: **2 only**
 If yes, clarify how (so that they keep their attention on completing the transition).

Conversation is only for the purpose of saying "excuse me," "thank you," and "please."

Help

How do students get questions answered? How do students get your attention? **Raise their hands**

Activity

Explain the transition. What will be different afterwards? (e.g., change in location, use of different materials, etc.). Include time criteria (how long it should take). **Teacher will hand papers to the person at the end of the row, and that person will pass them to the next person, and so on. Passing out papers should take no longer than 30 seconds.**

Movement

If the transition itself does not involve getting out of seats, can students get out of their seat for any reason during the transition? **No** If yes, what are acceptable reasons?

If the transition itself involves out-of-seat movement, can a student go elsewhere (e.g., to sharpen a pencil)?

Participation

What behaviors show that students are participating in the transition fully and responsibly? **As soon as they are handed the papers, students will take one and pass the rest to the person next to them, making sure the papers don't fall on the floor. Talking only for reasons listed above. Paying attention so everyone gets the papers quickly.**

What behaviors show that a student is not participating appropriately in the transition? **Talking without reasons given above. Throwing papers to the next person. Getting up and passing papers to each person in your row. Not paying attention, so others don't get the papers.**

Success!

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