
Prepared for



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Responsive Classroom and the Music Room

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Starting Our Day

- Opening Routines
- Mirroring Activities
- Other Energizers

Energizers

- Re-focus and re-engage
- Aid transitions
- Offer mental and physical break
- Teach content

“When you use energizers, students are more likely to meet behavior expectations and feel connected to you and to their classmates”

- Responsive Classroom for Music, Art, PE and Other Special Areas
-

Essentials

Show up and *choose* to be present

Speak *your* truth

“*Yes, and*” not “Yes, but”

Stay out of the *swamps*



Grounding

What is a *challenge you face* regarding Responsive Classroom and classroom management?

What is a *hope and dream* for your last half of the school year?





Responsive Classroom...

- **Greater Teacher Effectiveness**
Ensuring effective classroom management skills and awareness of child development
- **Higher Student Achievement**
Creating engaging academics and more opportunities for learning
- **Improved School Climate**
Instilling a positive community and decreasing discipline programs

—

Responsive Classroom is guided by the understanding that the *social curriculum* is as important as the *academic curriculum*.



I Wonder...

What are some essential **life skills** we are teaching our students through routines and procedures?

Morning Meeting

Gilly gilly gilly, Good morning

Good morning, Good morning







Gilly gilly gilly, Good morning

Good morning to you

—
Dear Teachers,

Clapping and chanting and stomping, oh my! Today we are going to learn about Responsive Classroom and its connections to the music room. When we finish our time together, we will better understand the principles of Responsive Classroom and have some new ideas to try on Tuesday.

Thinking about Responsive Classroom...

- What is something you already know and use?  
- What is something you hope to learn?  
- What is something you've already taken away?  

Now, let's play!

Musically Yours, Matthew

Morning Meeting Activity

What can you do to keep your students guessing and the playfulness alive in your classroom?

Morning Meeting in the Music Room

- Greeting → Entering Routine
- Sharing → Making Music Together
- Message → Brief Message
- Activity → Question, Quick Learning Structure, Group Response, Silent Thinking



Students...

Feel safe, competent and comfortable.

Teachers...

Spend less time starting, more time teaching, create positive relationships

—
Second Grade,

Good morning! Today, we will explore different shapes our hands can make and learn a new song about our hands.

Who has the coldest hands in the class?

Love, Mr. S

Guided Discovery

- Focused
- Purposeful
- Playful

“Guided experiences in spontaneous exploration of the materials under focus”

- AOSA Website

Interactive Modeling

1. Say what you will model
2. Model
3. *What did you notice?*
4. Invite student(s) to model
5. *What did you notice?*
6. Invite all students to model
7. What did you notice or teacher feedback, if necessary

After modeling a routine or skill, you can always **model it again** to build on previous learning, increase developmental skills or simply reteach.

Academic Choice

- Student-centered
- Teacher-guided
- Students choose *what* they learn or *how* they learn it
- Plan → Work → Reflect

“When you offer students guided choices in their learning, they’re more likely to develop intrinsic motivation to learn”

- Responsive Classroom for Music, Art, PE and Other Special Areas

Energizer to Academic Choice

Shark Attack!

From Energizers! 88 Quick Activities that Refresh and Refocus
by Susan Lattanzi Roser



Find me on Facebook and Instagram
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Changing Our Language...

Can be tricky at first. It may seem unusual or awkward. Try posting sentence starters around the room to help you remember.

Teacher Language

- Gaining Academic Knowledge
- Increasing Self-Control
- Building Community

—

What are the differences
between **reinforcing**,
reminding and **redirecting**
language?

—

- 1) Choose your section to read**
- 2) Share out what you've read and learned in 1 minute**
- 3) When sharing, only listen**
- 4) Repeat**

Reinforcing Language

- Concrete and specific
- Respectful
- Encouraging and professional
- Emphasize the *what*
- Avoid naming students as examples
- Consider an open-ended prompt

Only use open-ended questions when the answer is too!



Students...

Know they are valued and engage in their learning

Teachers...

Increase time on language competence and spend less time on off-task behavior



Students...

Increase sense of autonomy and ability to act responsibly on their own

Teachers...

Prepare students for success

Reminding Language

- Prevents misbehavior and promotes positive behavior
- Helps students keep their focus
- Positive, specific, supportive
- Statements or questions
- *“Let’s move safely just like we practiced...”*

Redirecting Language

- Helps stop misbehavior
- Gives students the opportunity to re-focus
- Clear, firm, concise
- Statements only
- *“Freeze. Everyone back to your seats...”*
- Give redirection → Wait for follow through → Give reminder language to get back on track

No questions, pleases, thank yous, or “for me”



Students...

Develop self-control and understand how to behave in school

Teachers...

Develop positive relationships with students

—

**Using the sentence starters
in the handout, discuss what
to say when...**

Reinforcing entering the classroom behavior

—

Reminding rest position on
the recorder

—

Redirecting when students
are self-selecting small
groups

Folk Dance to Academic Choice

Chimes of Dunkirk

New England Dancing Masters

Interactive Learning Structures

- Partner
- Small group
- Whole class

Giving students opportunities to share their thoughts through action allows for a deeper understanding while keeping the environment of the class fun and engaging

Logical Consequences...

- **Grab our books, read page 169**
- **Respectful, Related, Realistic**
- **Break it, fix it**
- **Loss of privilege**
- **Positive time-out**



What Else?

What questions do you have as we end our time together today?

—

**Discuss a time in your
classroom when you would
use...**

Break It, Fix It

—

**Discuss a time in your
classroom when you would
use...**

Loss of Privilege

—

**Discuss a time in your
classroom when you would
use...**

Positive Time-Out

Closing Routines

- Consistent
- Brief energizers when in line

“When you have structured, positive closing routines, students are more likely to leave your class with a sense of accomplishment and community”

- Responsive Classroom for Music, Art, PE and Other Special Areas
-

—

Grab our notes, **let's chat!**

Final Energizer!

Soy Una Taza

Grupo Encanto
Can be found on iTunes

—

What is **one word** that
encapsulates our time
together