



# Lesson Plan to Address “Bell to Bell Learning” For students

## Outline

### Block one

1. Read the definition of bell to bell learning to your class.
2. Read the rationale for directly teaching bell to bell learning to your class
3. Discussion-create a T-chart.
  - a. Create a T-chart either on newsprint or the whiteboard.
  - b. Ask students for examples of what bell to bell learning looks like and sounds like in the classroom
  - c. Record suggestions on the T-chart.
4. Review all of the classroom expectations in the “Be Responsible” category.

### Block two, three and four

1. Further discussion-create a T-chart.
  - a. Create a T-chart either on newsprint or the whiteboard.
  - b. Ask students for examples of what bell to bell learning looks like and sounds like in this classroom
  - c. Record suggestions on the T-chart.

## Definition of “Bell to Bell learning

*Students are engaged in constructive activities that promote personal, social and academic development.*

## Rationale for directly teaching “Bell to Bell learning

*It is important to be engaged in classroom activities from when the bell starts class to when the bell ends class. Being irresponsible by avoiding class activities significantly interferes with your own learning and decreases your chances of being successful.*

What would “bell to bell learning” look/sound like? What would “bell to bell learning” not look/sound like?

Examples	Non-examples
<ul style="list-style-type: none"> <li>• <i>Getting your books, homework, pen/pencil out when you get to class.</i></li> <li>• <i>Being on time for class.</i></li> <li>• <i>Bringing everything you need to class.</i></li> <li>• <i>Etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Needing to go get course material in locker</i></li> <li>• <i>Packing your stuff up before the bell</i></li> <li>• <i>Being late to class</i></li> <li>• <i>Etc.</i></li> </ul>

## Reinforcement/Recognition

- 1) Teacher regularly models “bell to bell learning”
  - a. Examples given during the teacher roll-out
  - b. Re-queue, Redirect, Re-teach using posted classroom expectations
- 2) Publicly recognizing students who display “bell to bell learning”
  - a. Individual verbal praise for students who are staying engaged throughout class.

- b. Group verbal praise when the entire class stays engaged for the entire class.
- 3) School Wide recognition → Staff vs. Student tug o’ war on Dec 20<sup>th</sup> 2010
  - a. With your students establish at least two (2) specific goals for each teach block and write them on the tracking chart. For example: Students will not pack-up before the block ends.
  - b. Each day that you observe your class meeting your goals, award you class with a paw by taping or gluing a paw to the tracking chart.
  - c. If every class in the building has earned 15 paws by Dec 17<sup>th</sup>, then we will hold the Staff vs. Student tug o’ war on Dec 20<sup>th</sup>

\* need tracking chart to begin this recognition