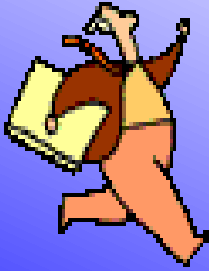


## Worried about discipline problems?



**Want to prevent most discipline problems? ... Move!**  
The simplest form of reducing discipline problems is to do what many teachers do naturally - moving during instruction and independent seat work.

Physical presence and proximity (how close) one is to students will prevent many discipline problems from occurring.

Students intent upon chatting or personal goals will have a difficult time you the

## I Don't Know

**What about the student that typically replies with "I don't know" accompanied by laughter from the know-it-alls?**

**Consider:**

**Time to Find the Answer** - You probably have several questions stored in your head that you plan ask students.

Direct the first question at one of your better students (with think time) and, at the same time, direct question number 3 at the I Don't Know student.

For example, "Sarah, I want you to tell the class the first step in long division" AND "Billy, I want you to be prepared to tell the class what step 3 is - I'll come back to you".

Go on with Sarah's answer and direct question two to another student with think time. This should take two-three minutes allowing Billy time to find the answer before you call on him/her.

Write the questions on the board so there is a graphic reminder.

**Try this:** Give a prompt with the question. Say, "Billy, I want you to be prepared to explain step 3. Step 3 is described on page 121 at the top of the page. I'll come back to you".

**The aim is to not let Billy back out of the lesson. He is going to participate even if you have to spoon feed him. Once this happens a few times, and Billy gets the**

