

## 21. Organization of Time

... including teaching and personal commitments

**How often have you thought you'd never finish all of the required curriculum in any given year?**

*Mr. Parker was frazzled. It was the beginning of June. Already the students were in "summer mode" and he still had a huge chunk of curriculum to cover. He had to make a decision: skip most of the remaining curriculum, or try to force-feed it to the students in three weeks. Suddenly he thought about the past several years, and unhappily realized he faced the same conundrum every June. He wondered if all teachers were like him, but was too embarrassed to ask.*

### Ten Ways to Organize Time

1. Keep a personal timetable, organizer, or daily planner that you carry with you at all time. Log *everything*, including doctor appointments, upcoming school events, deadlines, and meetings.
2. Write *everything* on a large desk calendar—meetings, supervision responsibilities, upcoming school activities.
3. Establish routines for specific daily activities, such as taking attendance and preparing for recess. They will become organized habits.
4. Time everyday class activities, such as moving from one place in the school to another. Inform the students of how long they have to complete the move; then, ask them to try shortening it by a few seconds.
5. Practise making one activity serve two or more purposes. For example, dismiss students at recess by having each answer a quick question or repeat an important fact.
6. Always have instant activities ready for those difficult moments when work is finished, but there are still so many minutes until the bell. (See "Instant Activities," next page.)
7. Do your best to ensure that directions and instructions are succinct and clear. (See Providing Clear Directions, page 55.)
8. Consistently arrive at school early enough to prepare for the day. Teachers who arrive at the last minute are notoriously less effective.
9. Be a list maker. Prioritize the to-do items and check off daily what you have accomplished. (Scan your old lists when you feel you haven't accomplished anything!)
10. Avoid exceeding time guidelines you set for yourself. For example, if you allow yourself one hour for marking, but are not finished in that time, stop anyway and complete the marking in another self-allotted period.

## ***Instant Activities***

- Simple games such as Simon Says
- Word searches, puzzles, or mazes
- **Twenty Questions:** Keep a set of file cards with either trivia or learned fact questions in your desk.
- **Finger Facts:** In pairs or small groups, students shake closed fists three times, then open to reveal some fingers, the total number of fingers shown to equal a number called out by the teacher.
- **The Grand Old Duke of York** (a quick stand-up-sit-down):  
*The Grand Old Duke of York,  
He had ten thousand men.  
He marched them UP to the top of the hill,  
and he marched them DOWN again.  
And when they were UP they were up.  
And when they were DOWN they were down.  
And when they were only HALFWAY UP,  
they were neither UP nor DOWN.*
- **Partner Word Toss:** After the teacher provides a prompt, such as “fruits” or “items of clothing,” students toss related words back and forth, until one falters.
- **Name Game:** The class takes turns saying each student’s name with an accompanying adjective, for example, Pretty Patty. Or, students could say each name with an appropriate phrase: Good-at-math Patty.
- **Ice Cube Dance:** Everyone stands and for thirty seconds imagines that an ice cube has been dropped down his or her neck.
- **The Glad Game:** In small groups, students take turns responding to a sentence provided by the teacher and completing the phrase *I am glad ...* For example, the teacher says, “Tomorrow is Friday,” and students reply, “I am glad it’s the last day of school,” “I am glad we get gym tomorrow,” “I am glad my family is going to the zoo on Saturday.”
- **Thunderstorm:** Students rub their hands together for a few seconds, then click their fingers, clap lightly, clap more energetically, and finally rapidly hit their desks and stamp their feet. They reverse the actions to illustrate a storm leaving.
- **Alphabet Game:** Using the alphabet in sequence, students talk to a neighbor, with each piece of dialogue beginning with a word that starts with the next letter in sequence. Example: “**A** bug was on my lunch.” “**B**ut you didn’t eat it, did you?” “**C**ould you eat a bug?”